DOCUMENT RESUME

ED 301 064 FL 017 715

TITLE "Pour nos petits Manitobains," Exposure Package for Grades K-1 Conversational French Program.
INSTITUTION Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
REPORT NO 0-7711-0672-6
PUB DATE 87
NOTE 379p.; Revised edition. For related document, see FL 017 716.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
LANGUAGE English; French

EDRS PRICE MF01/PC16 Plus Postage.
DESCRIPTORS Classroom Techniques; *Conversational Language Courses; *Course Content; Cultural Awareness; Curriculum Guides; Educational Objectives; *FLES; Foreign Countries; *French; Grade 1; Kindergarten; Primary Education; *Second Language Programs; Teaching Methods; Vocabulary Development
IDENTIFIERS Canada; Manitoba

ABSTRACT

This guide outlines the Manitoba Department of Education's conversational French-as-a-second-language curriculum for kindergarten and first grade. The program is designed to introduce young children to the French language and culture through the learning of French sounds, vocabulary, and some sentence patterns. An introductory section explains the program's format, charts specific grade-level goals and objectives for grades K-3, and provides suggestions about the psychology and methodology to be used in the classroom, notes on preliminary preparation for teaching, techniques for teaching a song, comptine, or game, and a sample lesson. Subsequent sections outline the curriculum's thematic content for each month and provide instructional materials, activities, and visual aids for each theme. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301064

BUREAU DE L'ÉDUCATION FRANÇAISE

"Pour nos petits Manitobains"

Grades K-1

Conversational French Program

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Tooth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL017715

Éducation Manitoba

MG-9238

"POUR NOS PETITS MANITOBAINS"

Exposure package for
Grades K-1
Conversational French Program

Province du Manitoba
Education Manitoba
Bureau de l'éducation française

Révisé 1987

© Bureau de l'Education française Manitoba

ISBN - 0-7711-0672-6

AVANT PROPOS

Ce document, Pour nos petits Manitobains, est une "formule de sensibilisation" élaborée par le Bureau de l'éducation française pour les écoles qui souhaitent offrir le français, comme langue seconde, non-immersion de la maternelle à la 3e année inclusivement.

Nous désirons remercier les membres du comité qui ont participé à la réalisation de ce projet. Leur collaboration et celle de leur division scolaire ont été beaucoup appréciées par le Bureau de l'éducation française.

Nous gardons l'espoir que ce document pourra faciliter la tâche des professeurs au niveau primaire.

Guy Roy
Guy L. Roy
Sous-ministre adjoint

Gilbert Rosset
Gilbert Rosset
Directeur du développement et de
l'implantation des programmes

****
* Please note that this document is the property *
* of the school and should not be removed by the *
* teacher if he or she leaves the school. *
****

Table of Contents

Page

Avant propos i

Table of Contents ii

Acknowledgements v

Format of the Programme 1

Goals and Objectives 2

Psychology and Methodology 11

Preliminary Preparation for Teaching 12

Teaching a Song 14

Teaching a Comptine 14

Teaching a Game 15

Sample lesson 16

Thèmes:

Septembre 18

1. L'accueil 19

2. La météo 29

3. Le calendrier 34

4. Les chiffres 45

5. Les couleurs 65

Page

Octobre 70
1. La salle de classe 71
2. Les fruits et les légumes 74
3. L'Action de grâce 78
4. L'automne 80
5. L'Hallowe'en 83

Novembre 89
1. La famille 90
2. Les animaux favoris 116
3. Le jour du souvenir 130
4. Les parties du corps 132
5. Les vêtements 138

Décembre 144
1. L'hiver 145
2. Noël et les jouets 148

Janvier 191
1. L'hiver 192
2. Les vêtements 202
3. L'hiver (conte) 207

Février 218
1. La St-Valentin 219
2. La maison 222

Page

Mars 226

1. Le facteur 227
2. Le printemps 234
3. Les moyens de transports 254
4. La St-Patrice 264

Avril 268

1. Les animaux de la ferme 269
2. Pâques 290

Mai 306

1. Le cirque 310
2. La fête des mères 334

Juin 339

1. L'été 340
2. La fête des pères 352

ACKNOWLEDGEMENTS 1986

Pour nos petits Manitobains was entirely revised in 1986 by Caterina Sotiriadis and Judy Bilenki, Basic French Consultants, B.E.F. with the great assistance of their secretary, Margot Lagassé.

ACKNOWLEDGEMENTS 1981-82

The Bureau de l'Éducation française would like to thank the following members of the Elementary Conversational French Curriculum Committee for their diligent work in the preparation of this guide.

Mlle Thérèse Duval	Winnipeg S.D. #1
Mme Evelyne Saiko	Winnipeg S.D. #1
Mme Norine Sieunarine	Winnipeg S.D. #1
Mlle Drucy Burnet	Assiniboia-South S.D. #3
Mme Rosemarie Campbell	St. Boniface S.D. #4
Mme Caroline Meseric - Secretary	Seven Oaks S.D. #10
Mme Doris Jordan	Transcona-Springfield S.D. #12
Mme Claire Nunn	Transcona-Springfield S.D. #12
Mlle Dolorès Hébert	French Consultant, B.E.F.
Mlle Penny McKinlay	S.T.E.P. student
Mlle Louise Dureault	Secretary, B.E.F.

A special word of thanks is extended to the Carlton Board of Education in Ottawa for granting us permission to use some of their ideas especially songs, "comptines", and "contes". A thank you is also extended to the St. James Assiniboia School Division for many of their ideas.

Attempts have been made to locate the original sources of the material included in this programme. We apologize for any omission of recognition and we encourage you to contact us to rectify this error.

FORMAT OF THE PROGRAMME

Each month of the year is a unit in itself. The unit consists of various themes appropriate for that month. The units and themes are the same for the three grades; K + 1, 2 and 3.

Enough material has been included in this programme so that teachers may "pick and choose" the activities that provide maximum benefit to the class.

Many games, activities and songs which have been included in the first half of this programme, should be repeated during the year. Children at this age level enjoy repeating their favorite song or game.

The "comptines", "chansons", and "contes" have been taped seperately for classroom use. If you wish to obtain copies, send three 60 minute cassettes per grade level to the DREF, 200 avenue de la Cathédrale. Please specify the grade level.

The time alloted to French is another important consideration. The programme is flexible enough to meet the needs of those who have daily classes as well as those who have a sporadic timetable. It is recommended that kindergarten receive no less than 15 minutes per day, and that grades 1-3 inclusively receive 20 minutes per day.

```
*************************************************************
*                                                           *
* Teachers are reminded that this programme is an exposure  *
* to French and is meant to be a pleasurable experience.    *
* If the teacher enjoys the program so will the student.    *
*                                                           *
*************************************************************
```

Goals and objectives

Pour nos petits Manitobains is the new primary "exposure package". It is intended for English-speaking children who receive French as a second language from kindergarten to grade 3 in a non-immersion context. It is meant to be a pleasurable exposure to the French language.

THE AIMS OF THIS FRENCH PROGRAMME ARE TO:

1. expose the child to the French language,
2. foster a positive attitude toward French and,
3. develop an awareness of French culture.

At the primary level, contact with the French language should be a happy learning experience for the child. It is by means of songs, "comptines", games, stories, and various activities that a positive attitude towards the French language and its culture will be fostered. This programme will introduce the child to French sounds, vocabulary and some sentences patterns. Global comprehension is sought for many of the activities provided in Pour nos petits Manitobains.

The purpose of early introduction to French is to encourage a favorable attitude and to expose the child to the sound system of the language through interesting and pleasurable activities. Complex linguistic skills such as reading, and writing should not be introduced at this level. Although the children are encouraged to imitate the sounds they hear in their activities, songs, and comptines, there is no emphasis on the acquisition of structures or vocabulary beyond a basic minimum. Some children, however, will spontaneously adopt certain expressions. There will be ample time and opportunity to master these elements at a more advanced level of French study.

The teacher may need to pronounde the vocabulary and structures in context several times before the child may feel confortable enough to repeat or respond. This is natural. The child needs some time to *listen* and absorb the meaning of what has been presented. Note that: 1) Visual aids will speed comprehension. 2) Physical gestures, actions and facial expressions are very important and must be part of the teacher's presentation. 3) The more students participate physically, the greater their comprehension and retention of the material.

URGENT! URGENT! URGENT!

This programme may at first glance appear voluminous and frightening to the teacher who is using it for the first time. In order to dispell this apprehension, we wish to emphasize that the actual vocabulary and structures introduced to the students at this level are extremely minimal. The following is a resumé of the limited vocabulary, structures and verbs which you will be presenting in the themes of the monthly units.

N.B. Remember it is up to you, the teacher to select the appropriate monthly activities for your class. It is QUALITY that counts not QUANTITY.

Grades 1-3

Examples: Structures

- Quel âge as-tu? J'ai 8 ans.
- Il y a...
- C'est le/un... C'est la/une... Qu'est-ce que c'est?
- Comment vas-tu? Comment allez-vous? Ça va?
- Je vais très bien.
- Que porte Maman? Qu'est-ce qu'il (elle) (tu) porte(s)?
- Quel temps fait-il? Il fait soleil, etc.
- Comment t'appelles-tu? Comment s'appelle-t-il(elle)?
- Montre-moi...

Remember that speaking French is not just answering questions, but also learning to ASK questions.

See the following page for a more detailed list of concepts structures and skills.

Here are some classroom expressions which should be used in context right from initial exposure to French:

- vite, dépêche-toi, dépêchez-vous
- montre(z)-moi
- pardon
- merci/de rien
- s'il vous plaît
- attention
- levez-vous/lève-toi
- levez la main
- absent(e), présent(e)
- écoutez
- regardez
- comptez
- répétez
- mettez-vous en rang/en cercle
- etc...

Kindergarten/ Grade I

All these concepts, vocabulary and structures are integrated in the monthly units, and are to be taught in context.

These lists are provided to indicate that the exposure to French at this level is very limited. If, however, the teacher feels that his/her class is capable and desirous of doing more, he/she is encouraged to do so.

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce and answer questions	EXAMPLES: M., Mme, Mlle Bonjour, au revoir Comment allez-vous? Ça va? Très bien, merci. Excusez-moi; s'il vous plaît.
Weather	- understand, pronounce	Quel temps fait-il? Il fait chaud. Il fait froid.
Colors	- recognize, pronounce	rouge, jaune, bleu, blanc, vert, orange, noir.
Numbers	- recognize, pronounce	1-10
Family members	- recognize, pronounce	maman, le garçon, la fille. Qui est-ce?
Fruits	- recognize, pronounce - use with proper gender	la pomme, l'orange, la banane
Vegetables	- recognize, pronounce - use with proper gender	la citrouille, la carotte, la pomme de terre.
Clothing	- recongize, pronounce - use with proper gender	la robe, le pantalon, la chemise, le chandail, la tuque, les bottes, le chapeau. Qui porte une robe rouge? Est-ce que c'est...?

Kindergarten/ Grade I (cont'd)

CONCEPT	SKILLS	CONTENT
Body parts	- recognize, pronounce	les cheveux, les oreilles, les yeux, le nez, la bouche, la tête.
Animals, pets	- recognize, pronounce	le chat, le chien, le lapin, le poussin.
Hallowe'en	- recognize, pronounce	la citrouille, le bonbon, le chat noir.
Christmas	- recognize, pronounce	le Père Noël, la boule, l'arbre de Noël, l'étoile, Joyeux Noël, les cadeaux.
Days of the week	- recognize, pronounce	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
Easter	- recognize, pronounce	le panier, le lapin, les oeufs, le chocolat, le poussin, le canard, Joyeuses Pâques
Sentences	- use known vocabulary with "Voici, voilà"	Voici la chaise, etc.
Classroom vocabulary	- aural comprehension	la table, le pupitre, la chaise, le crayon, le tableau, la brosse.

* Remember the article must always accompany the noun.

Grade II

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce - differentiate between use of "tu" and "vous"	**Examples:** Comment vas-tu? Ça va? Ça va bien. Comme ci, comme ça. Bonjour, bonsoir.
Weather	- understand, pronounce - ask and answer questions	Quel temps fait-il? Il pleut. Il fait beau. Il neige. Il vente/Il fait du vent.
Colors	- answer question - recognize and pronounce	De quelle couleur est...? gris, rose, brun, violet.
Numbers	- recognize, pronounce	1-15
Family members	- recognize, pronounce - "Montre-moi", "Voilã"	le père, la mère, le grand-père, la grand-mère
Fruits	- recognize, pronounce - answer question: "Qu'est-ce que c'est?"	la poire, la pêche, la cerise, les raisins (grapes)
Vegetables	- recognize, pronounce - classify pictures into fruits and vegetables	la, les tomate(s) l', les oignon(s)
Clothing	- recognize, pronounce	la blouse, la jupe, le costume de neige, les mitaines, une écharpe.
Parts of the body	- recognize, pronounce - use with "Montre-moi", "Touche"	le dos, le cou, la main, la jambe, le pied, le doigt, la dent, le pouce
Animals	- recognize, pronounce - be able to ask and answer questions	"Qu'est-ce que c'est?" "C'est..." la souris, l'oiseau, le cheval, le poisson, la vache.

Grade II (cont'd)

CONCEPT	SKILLS	CONTENT
Hallowe'en	- recognize, pronounce - use with "C'est" and "Voici"	la sorcière, le fantôme, le clown
Christmas	- recognize, pronounce	les jouets, la poupée, la canne, les lumières, le bonhomme de neige.
Easter		Pâques, les oeufs, le panier, le lapin
Classroom vocabulary	- recognize, prounounce - use with "C'est" and "Voici"	le bureau, la porte, la fenêtre, le stylo, la gomme à effacer, le papier.

Grade III

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce - answer to "Comment vas-tu?"	Monsieur, Madame, Mademoiselle Bonne nuit. je vais très bien.
Numbers	- recognize, pronounce	"Combien de... est-ce qu'il y a? Il y a + chiffres "J'ai..." (15-20)
Family	- be able to use in simple sentences "J'ai deux frères." - be able to use with question "combien de"	le frère, la soeur, la tante, l'oncle.
Time	- use with questions: "Quelle heure est-il?"	"Il est... heures." (on the hour only)
Âge	- to ask and answer "Quel âge as-tu?"	"J'ai ... ans".
Hallowe'en	- identify and pronounce - use with "Voici" and "C'est"	un balai
Christmas		le traîneau, une guirlande, le renne, un ange.
Valentine		un coeur
Easter		review the vocabulary from grades 1-2
Parts of body	- identify, pronounce	la joue, le menton, le front, une épaule, le genou
Pets and animals	- identify, pronounce	le zoo, le cirque, le cochon, l'éléphant, le lion, la poule.
Colours	- use in simple sentences in conjunction with other concepts. eg. fruit, clothing	See grade 1 and 2

Grade III (cont'd)

CONCEPT	SKILLS	CONTENT
Clothing	- identify, pronounce	every day clothes (summer and winter clothes)
Weather	- ask and answer question	Quel temps fait-il? Il fait du vent? Il fait soleil?
Classroom expression	- aural comprehension	refer to grades 1-2, plus: le plancher, le mur, le plafond.

FILMS, SUPPLEMENTARY READERS, SUPPLEMENTARY SONGS, ETC.

The Direction des ressources éducatives françaises (DREF) has invaluable supplementary resources ex: films, books, records, kits, etc. for all teachers of French. These materials are available upon request by telephone. Delivery is made by divisional courier service or by mail.

DREF - 200 avenue de la Cathédrale, Wpg. MB R2H 0H7
Tél.: 945-8594

Books may be purchased at:

La Boutique du Livre
315, rue Kenny
Winnipeg, Man.
R2H 3E7 Tél.: 237-3395

Records may be purchased at:

La Maison du disque
175, rue Marion
Winnipeg, Man.
R2H 0T3 Tél.: 233-2169

PSYCHOLOGY AND METHODOLOGY

Remember that small children love:

- people who smile
- people who are patient
- people who care for them
- people who play with them

and that your positive attitude will be reflected through them.

A few facts and suggestions:

PSYCHOLOGY	METHODOLOGY
Children like their freedom.	Don't demand that they sit rigidly behind their desks for the duration of the period. Let them sit on the floor or on their chairs around you.
Five to seven year olds like to work as a group.	This will encourage all students, even the shy ones, to participate.
They possess great imagination.	Encourage this through dramatization.
They love to sing and play.	Sing with them even if you do not have an excellent voice. Songs and comptines are very important. They hold interest while helping to develop vocabulary.
They love to repeat.	The few structures presented, ex.: "Il y a", "Voilà" "C'est" , "Ce sont" should be presented clearly.
They like to touch; the concrete serves best.	Many varied visuals should be used, i.e.: flashcards, puppets, objects.
Ask anything of 5-7 year olds and it will be done.	Have fun with your students.

PRELIMINARY PREPARATION FOR TEACHING

It is preferable to begin teaching French after one week of classes. This one week should allow the regular teacher to prepare his/her daily routine and allow time to get acquainted with the students.

The French teacher should ask the classroom teacher to:

a) Have the pupils ready for the French class.

b) Group the pupils together. ex.: seated on a rug.

c) Have board space available.

d) Have wall space or bulletin board space available for a "French corner".

e) Give the French teacher a class list.

The French teacher should:

a) Prepare name tags which students could use.

b) Be punctual.

c) End each lesson with a pleasant and relaxed atmosphere.
ex.: reading a story, reciting a "comptine".

d) Have the pupils ready for the classroom teacher.

TEACHING A STORY

* - Please listen to the accompanying tape before presenting the story.
- Colour and mount the pictures on coloured construction paper.

1. Present key-words (vocabulary) by using the pictures in the story as flashcards (or other colourful pictures).

2. If the story is too long, divide it into 2 or 3 sections.

3. Tell the story with the help of pictures or mime. Pupils should understand the overall story. It is $\boxed{\text{not}}$ necessary to know the exact meaning of each word. This should be a pleasant activity for the children.

4. Have the pupils hear the story 2 or 3 times. Use the tape or read it aloud.

* Additional project:

a) The stories in this programme can easily be made into individual booklets. Very young students may wish to just look at the pictures while older students could use them as supplementary readers. These can be used in a "reading corner" within the classroom or they may be taken home.

b) Stories could be recorded and available in "listening and interest centers".

How to make booklets:

1) Photocopy the pages in the story.
2) Colour the pictures (older students could do this).
3) Mount on coloured construction paper.
4) For durability, laminate (if possible).
5) To colate, punch one, two or three holes in each page.
6) Bind with coloured yarn, bright ribbons or rings. You may wish to colour code each grade level,

e.g.	Kindergarten/1:	red ribbon
	Grade 2:	blue ribbon
	Grade 3:	green ribbon

TEACHING A SONG

* Please listen to the accompanying tape before presenting the song.

1. Tell the story of the song with the help of pictures or mime. Pupils should understand the overall story. It is not necessary to know the exact meaning of each word.

2. Have pupils hear the song 2 or 3 times. Use record, tape, or the teacher can sing it him/herself.

3. Have pupils hum melody. If pupils already know the melody this stage can be omitted.

4. Repetition (together and individual) stage by stage. If the song is long, divide it into 2 or 3 parts and have pupils repeat only the part being taught on that particular day.

5. Have pupils sing. Do not have pupils sing more than the parts already known (see #4).

   * When the students repeat, the teacher may mouth the words but should remain silent, so as to hear the students' pronunciation.

TEACHING A COMPTINE - NURSERY RHYMES OR VERSES

* Please listen to the accompanying tape before presenting the comptine.

1. Presentation: Present the verse once or twice with visual materials to aid comprehension.

2. Memory work: (if desired)

   a) Have pupils repeat first together then in smaller groups, each line after the teacher.

   b) Have pupils repeat together, then in smaller groups, entire verse

      i) after teacher
      ii) without teacher's help

3. Drama: While the pupils recite the verse together, 2 or 3 pupils may mimic or play act with or without visual aids.

4. Art: Have pupils illustrate the comptine.

TEACHING A GAME

1. Explain the rules very simply in English the first 2 times.
2. Show the pupils the necessary materials, if any, for the game.
3. Play the game once slowly using the pupils to demonstrate the different activities involved in the game.
4. Children with leadership abilities will be able to direct the game once the class as a whole has learned to play the game correctly.
5. If discipline becomes a problem, stop the game.
6. For maximum enjoyment, use a popular game often and adapt to specific themes.
7. If a game proves to be too difficult or the children are not enjoying it, omit it.

Variations to Choose Teams for Games

There are several ways that the teacher can vary the simple task of choosing sides for teams. One of the most common ways is to alternate counting. Students count off in order - 1,2,1,2 for two teams or 1,2,3,1,2,3 for three teams. This is a very quick method of choosing sides.

If the class has an equal or near-equal number of girls and boys, it is easy to have a girls' team and a boys' team. This type of competition is especially enjoyed by elementary students.

The arrangement of the classroom also can be adapted to choosing sides for games. Teams can be selected by rows, or divisions of the class into halves.

Instead of choosing a leader by arbitrarily pointing to someone in the room, use the winner of the last game. Or use a simple choosing verse to determine the leader.

1) Am, stram, gram
Pic et pic et colégram
Bour et bour et ratatam
Am, stram, gram.
Pic !

2) Une mine mane mo
Une fine fane fo
Maticaire et matico
Mets la main derrière le dos.

SAMPLE LESSON PLAN K-3

Suggestions for a 20 minute lesson

Parts of the lesson:

1. Warm-up
2. Review
3. Presentation
4. Closing activity

General suggestions and objectives

Warm-up

- puppets, weather, greetings, songs, comptines, games, poems, commands, dialogues

- creates a favorable atmosphere
- prepares the children psychologically for the lesson
- exploits a situation

Review

- songs, comptines, games known sentence structures dialogues, etc.

- reviews previously learned vocabulary and structures
- reinforces the child's confidence before the new lesson
- checks the weak points
- develops automatic responses

Presentation

a) study of a structure: structural exercises, a dialogue, study of a comptine, a song, a game for reinforcement, manual work, etc...	- acquires linguistic material - develops audio-linguistic ability - develops audio-lingual automatic responses - develops the child's interest in artistic and cultural activities - motivates the child with real and possible transpositions

AND/OR

b) phonetics: comptines, songs, repetition of sounds and isolated words, oral exercises, auditory discrimination games	- develops automatisms (oral/aural) by imitating a perfect model (teacher or tape) - reinforces structural or vocabulary sounds

AND/OR

c) directed conversation: in the form of a game, dialogue with or without audio-visual aids	- develops audio-linguistic automatisms (responses)

Closing activity

- songs, rounds, comptines, story	- terminates the lesson on a pleasant note - reinforces that day's lesson - stimulates the child for future lessons

SEPTEMBRE

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

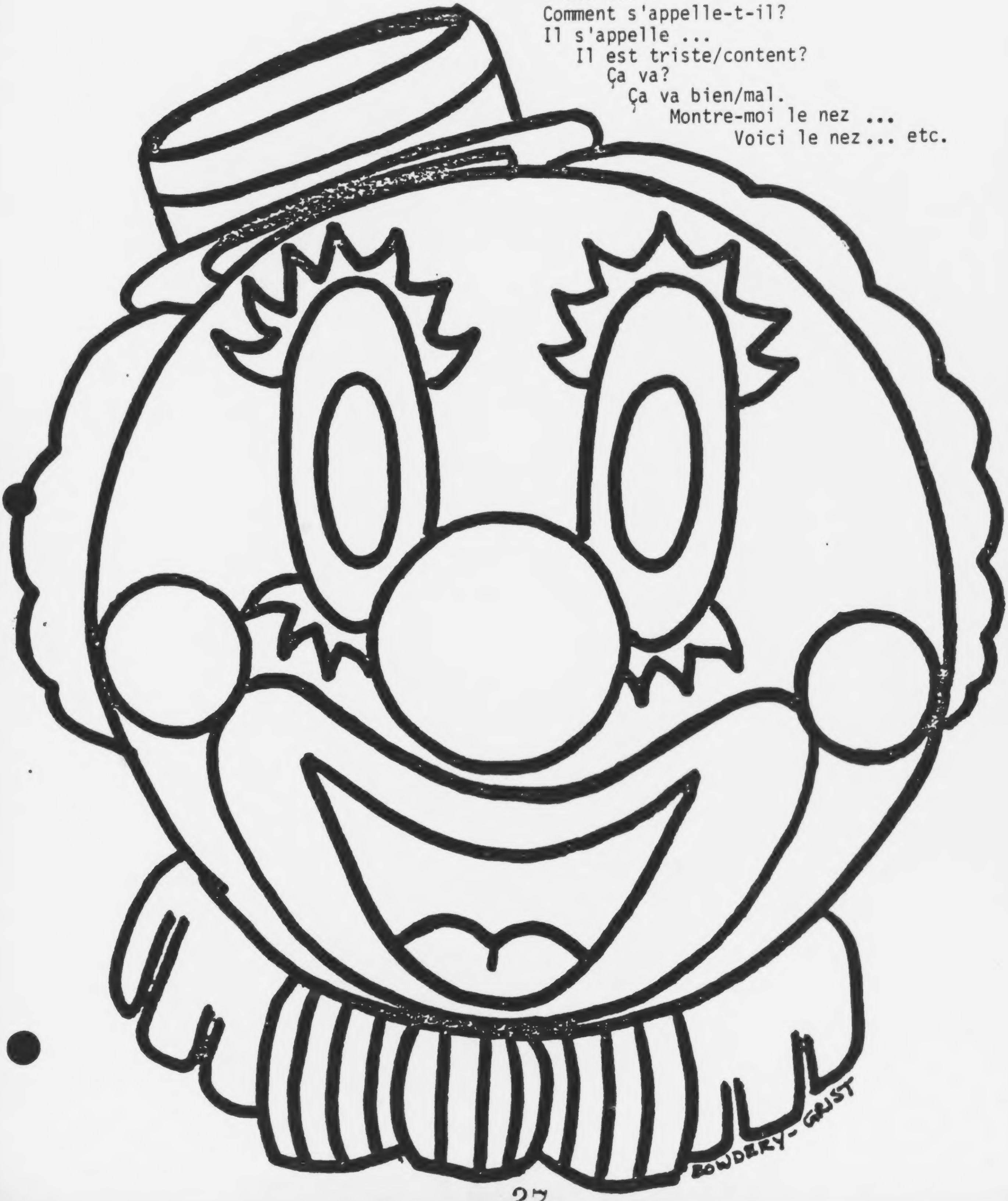
Les thèmes:

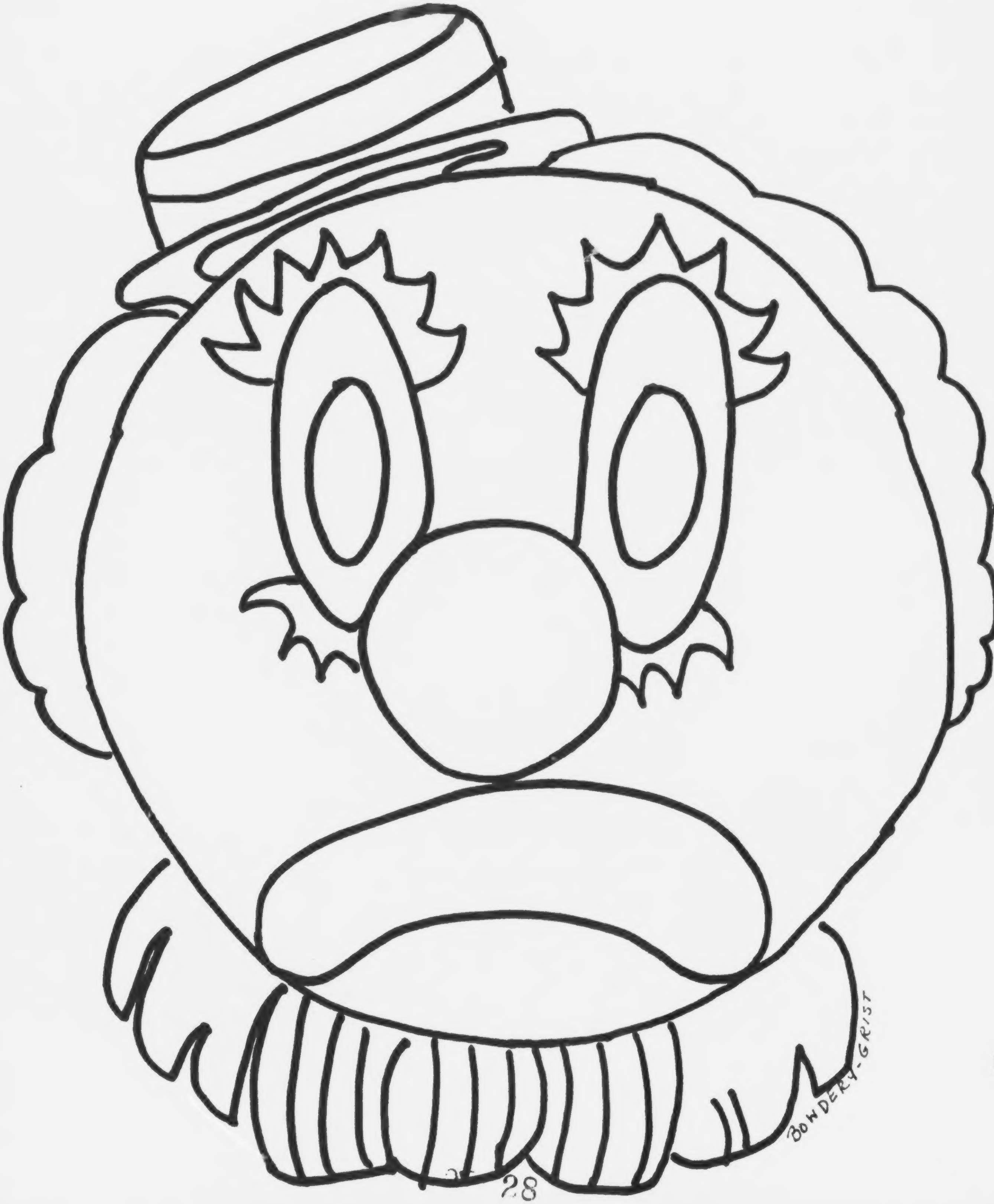
1. L'accueil
2. La météo
3. Le calendrier
4. Les chiffres
5. Les couleurs

To be used as a flashcard

These 2 clowns can be used throughout the year to practice the following structures:

Qui est-ce?
C'est ... !
Comment s'appelle-t-il?
Il s'appelle ...
Il est triste/content?
Ça va?
Ça va bien/mal.
Montre-moi le nez ...
Voici le nez ... etc.




BOWDERY-GRIST

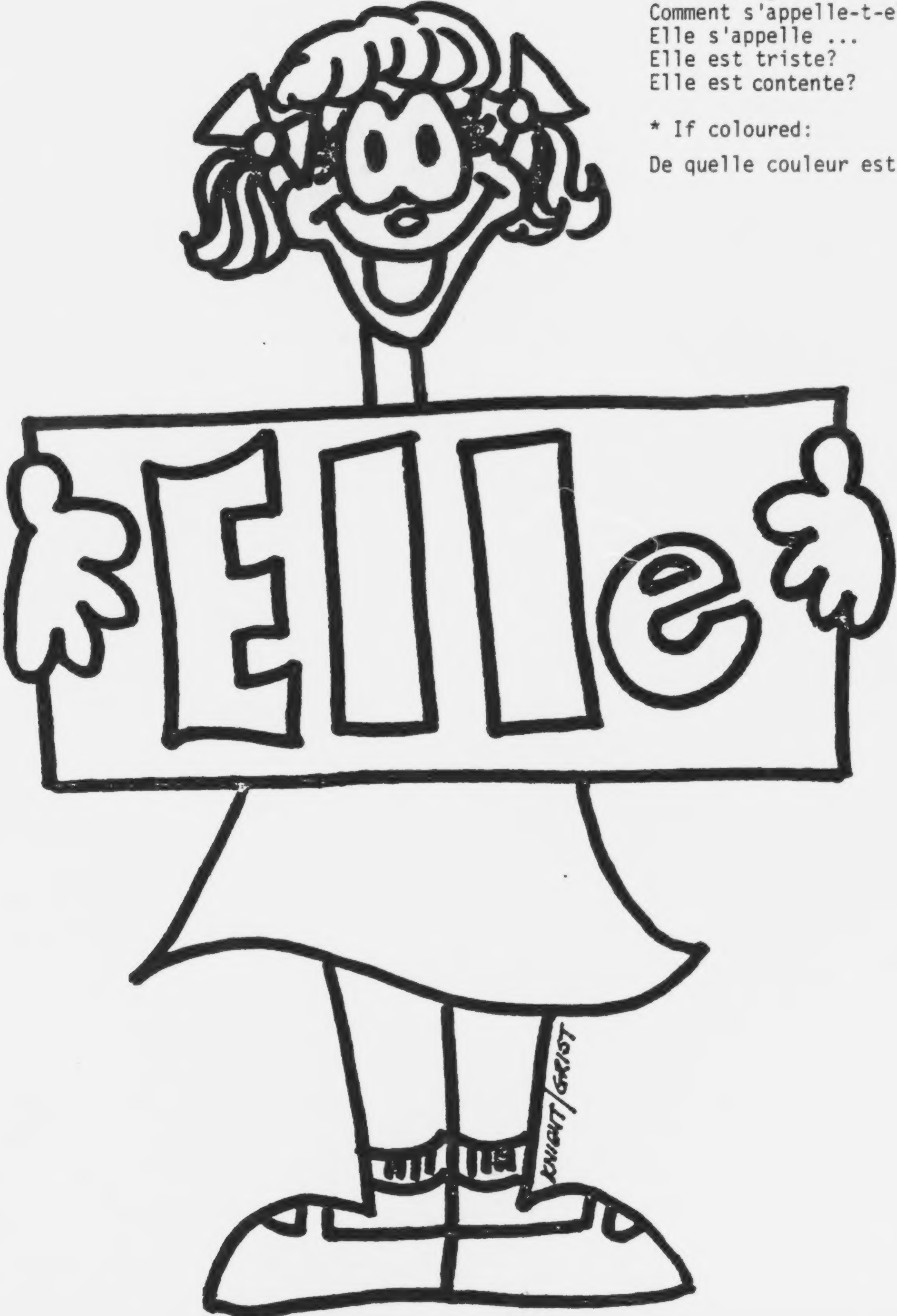
To be used as a flashcard throughout the year:

Structures used:

Qui est-ce?
C'est une jeune fille.
Comment s'appelle-t-elle?
Elle s'appelle ...
Elle est triste?
Elle est contente?

* If coloured:

De quelle couleur est ...?



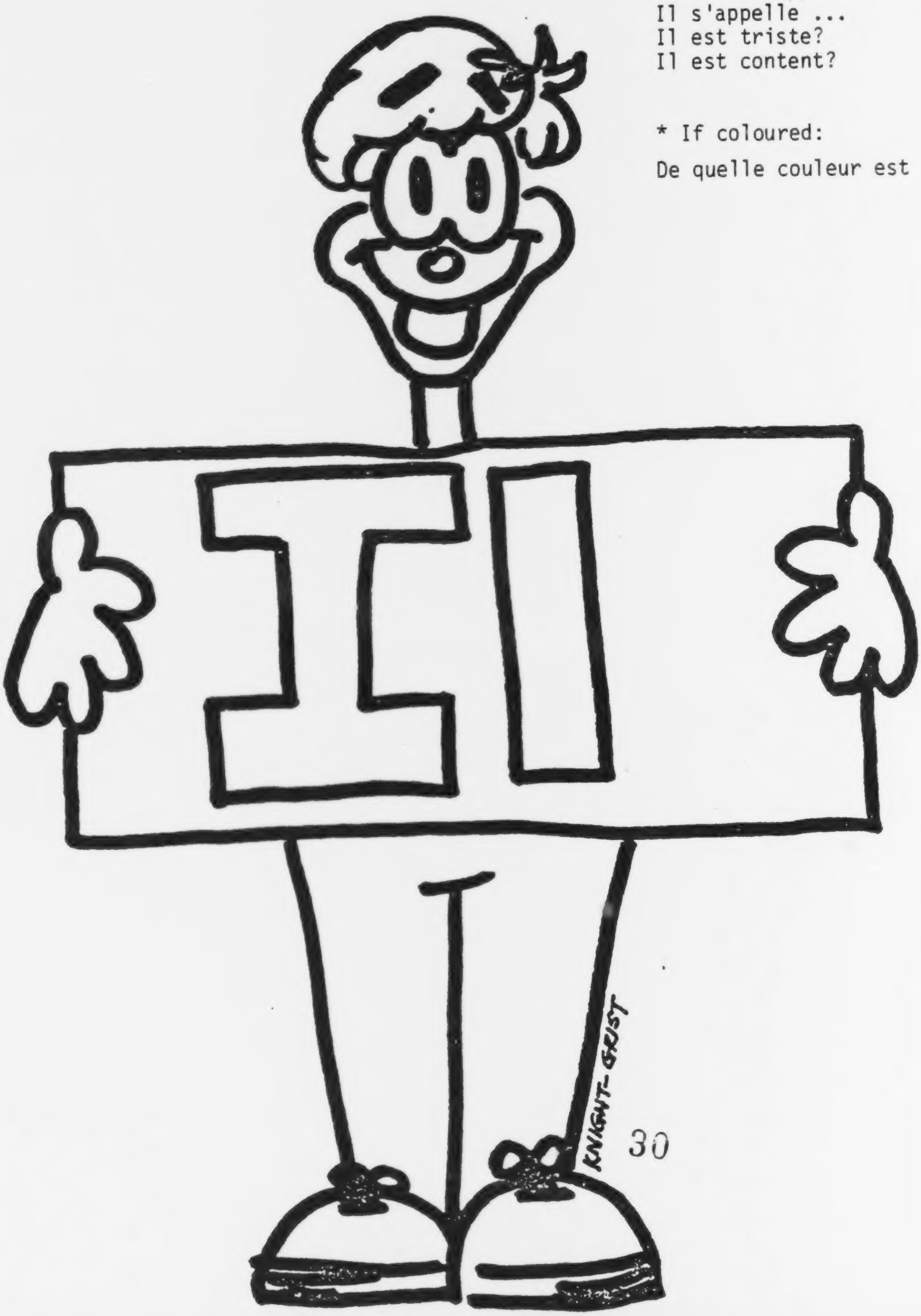
To be used as a flashcard throughout the year:

Structures used:

Qui est-ce?
C'est un garçon.
Comment s'appelle-t-il?
Il s'appelle ...
Il est triste?
Il est content?

* If coloured:

De quelle couleur est ...?



M et 1^{e} ANNÉE

COMPTINES

1. Viens jouer

Viens jouer, ne pleure pas
Un, deux, trois (clap hands)
Un, deux, trois,
Viens jouer, ne pleure pas
Viens, viens jouer avec moi.

2. J'ai -- ans

J'ai ____ ans
Je ne suis
Plus petit
Je suis grand

(Suggestion: Fill in the blank with the appropriate age.)

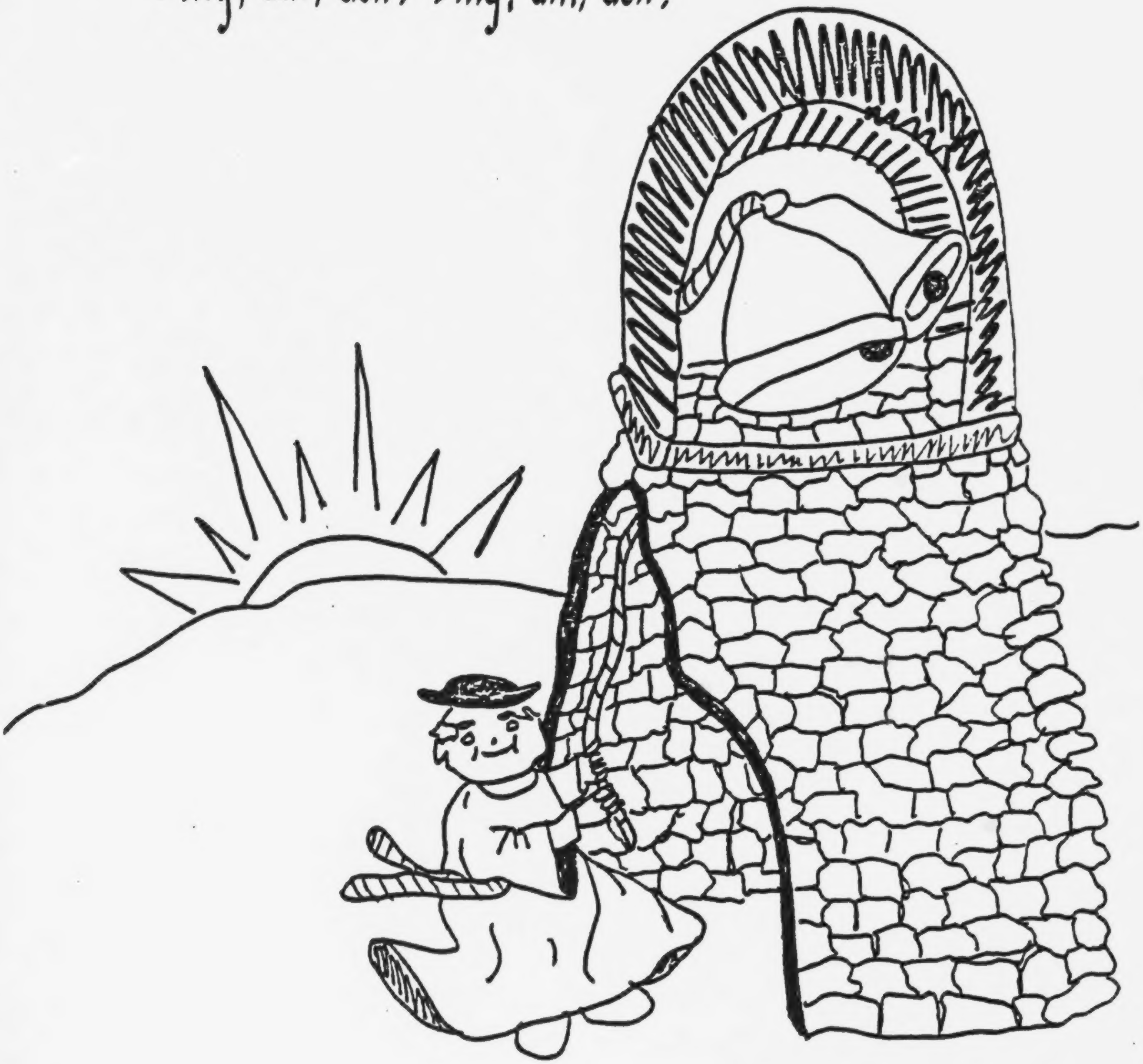
Chansons

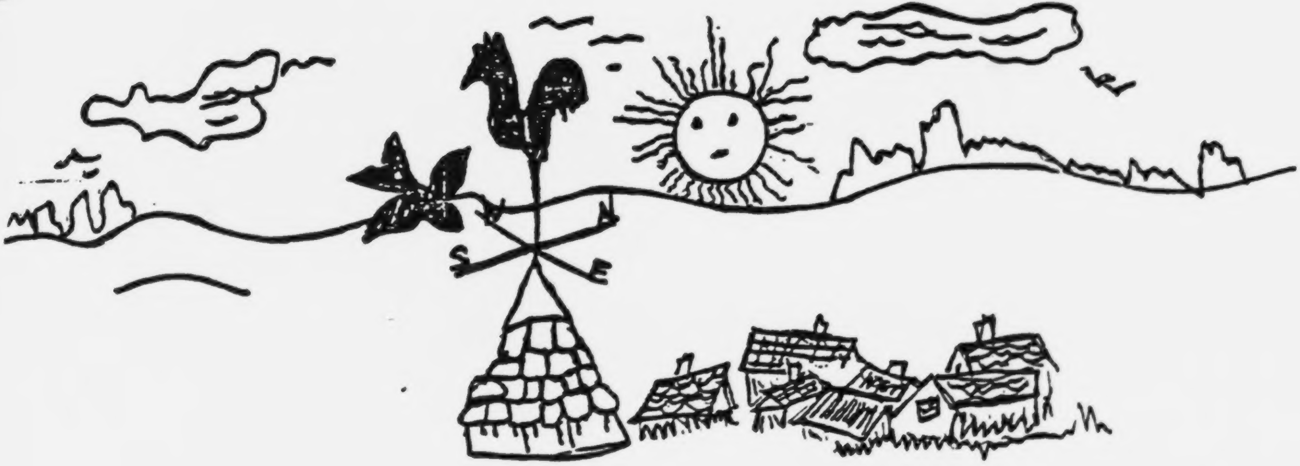
1. J'ai cinq ans (Tune: London Bridge)

J'ai cinq ans et
Je suis grand(e) (3)
J'ai cinq ans et
Je suis grand(e)
Je vais à l'école.

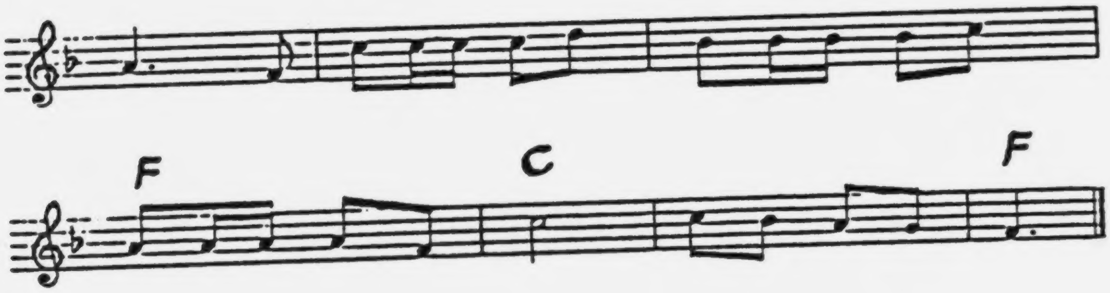
Change the age to suit the child.

2. Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines, Sonnez les matines:
Ding, din, don! Ding, din, don!





3. BONJOUR, MES AMIS



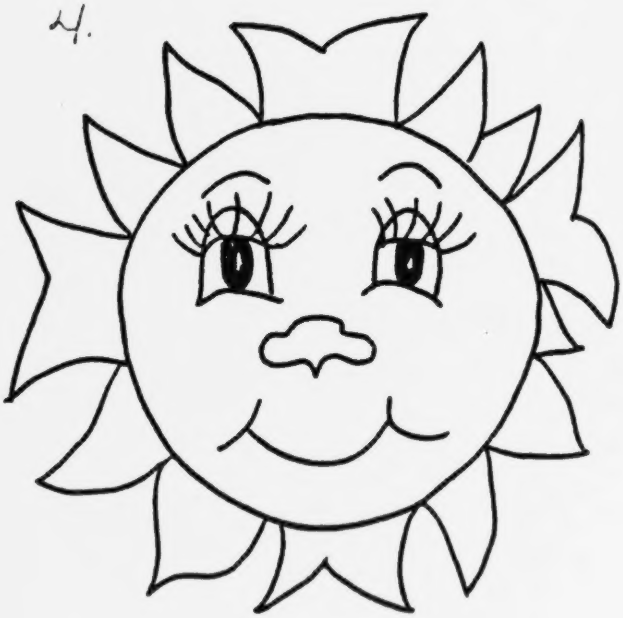
Bonjour, mes amis, bonjour!
bonjour, mes amis, bonjour!
bonjour, mes amis,
bonjour, mes amis,
bonjour, mes amis,
bonjour!
bonjour, mes amis!

Variation:

1. "Au revoir, Mes Amis, au revoir!"
   last line "au revoir, à bientôt or à demain!"
2. bonsoir, mes amis

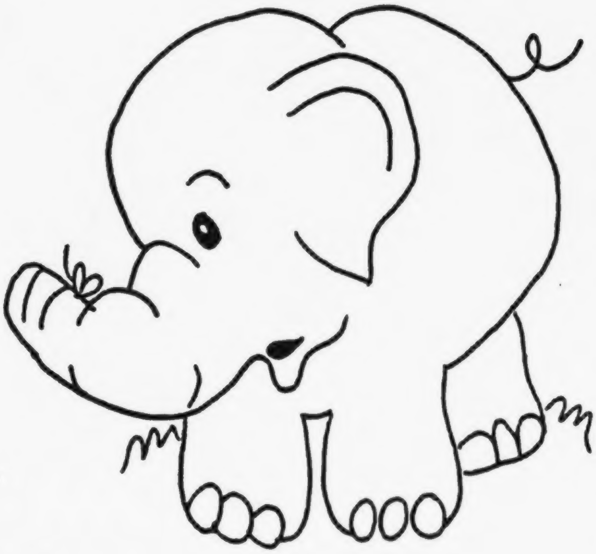
CHANSONS

4.



Bonne Fête !

Bonne Fête à toi
Bonne Fête à toi
Bonne Fête
Bonne Fête
Bonne Fête
à ______________.



JEU

BONJOUR

Game designed to practice "C'est..."

A student comes to the front of the classroom and turns his back to the class. The teacher points to a pupil who disguises his voice and says "Bonjour". The student at the front has three guesses to identify the speaker. If he fails, the student who disguised his voice takes his place.

Pattern:	"Bonjour, Jean."	(the disguiser)
	"C'est Paul?"	(the guesser)
	"Non."	
or	"Oui, c'est Paul".	(the class)

ACTIVITÉ

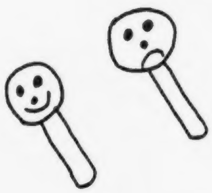
Ça va bien/mal

Game designed to practice: "Ça va?" or "Comment ça va?" and "Ça va bien", "Ça va mal".

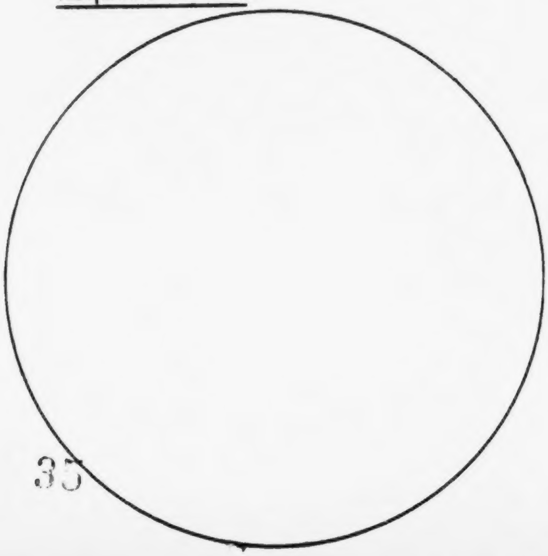
Materials needed: popsicle sticks and paper.

Method: Cut 2 circles of light cardboard or construction paper. Draw a happy face on one side and a sad face on the other. Glue the popsicle stick to the paper. The students may use the puppet to show how they feel.

Example:



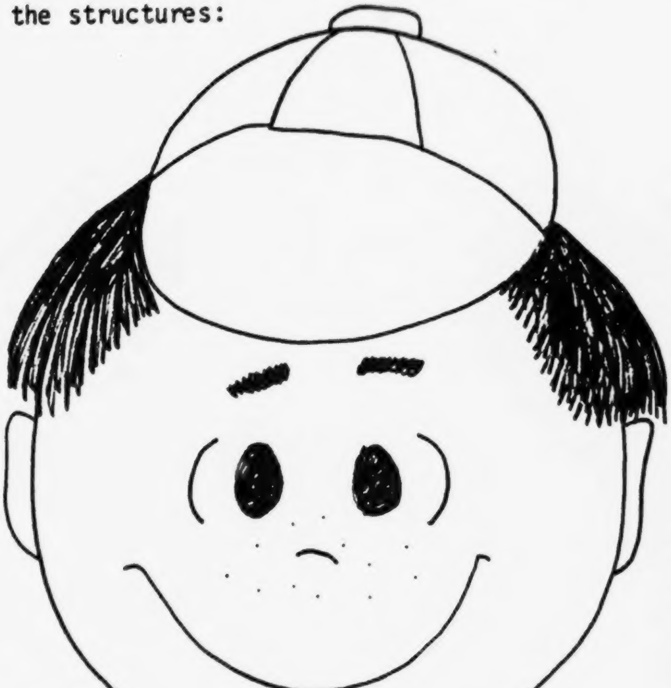
Required size:



DIVERS

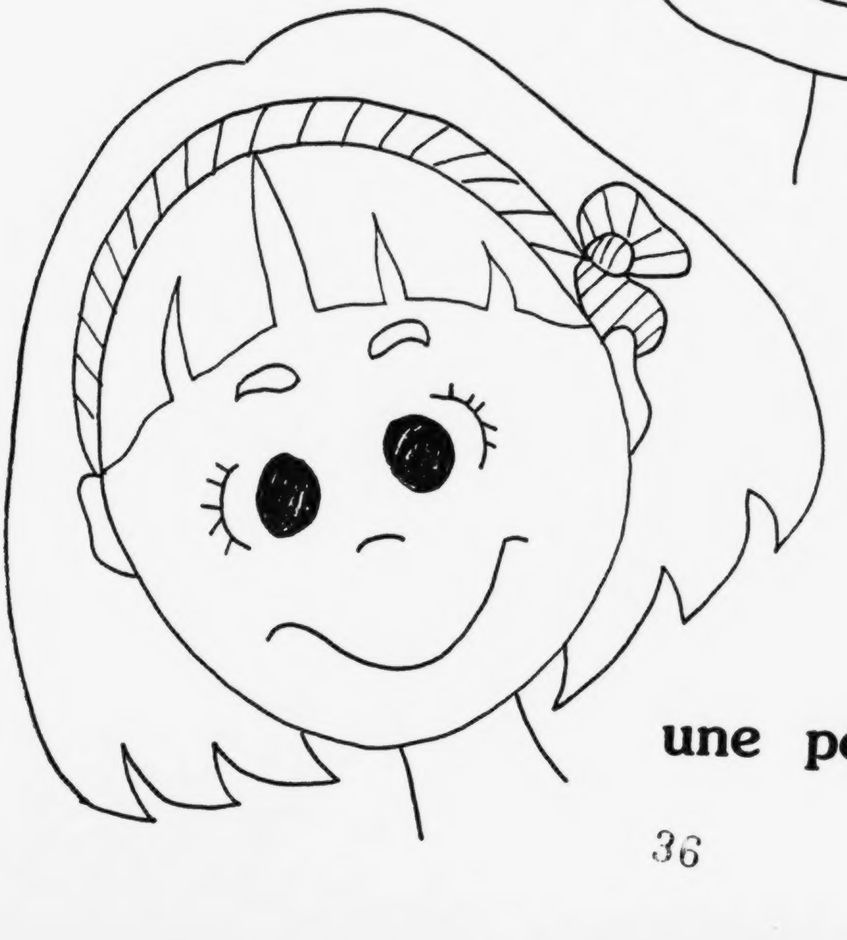
Use as flashcards to illustrate the structures:

"C'est .... "
"Il/elle s'appelle ... "

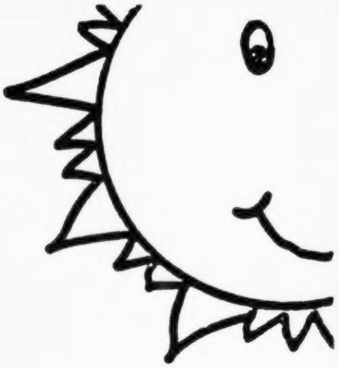


un garçon

JUDY BAYER-BILENKI



une petite fille



LA MÉTÉO

M et 1e ANNÉE

COMPTINES

1. La pluie

Gouttes, gouttelettes de pluie
Mon chapeau se mouille
Gouttes, gouttelettes de pluie
Mes souliers aussi.

- ou -

2. Quand

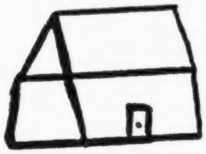
Quand le soleil brille
Je chante et je sautille

- ou -

3. Il pleut

Il pleut, il pleut!
Quittons nos jeux
Courons, courons,
A la maison.

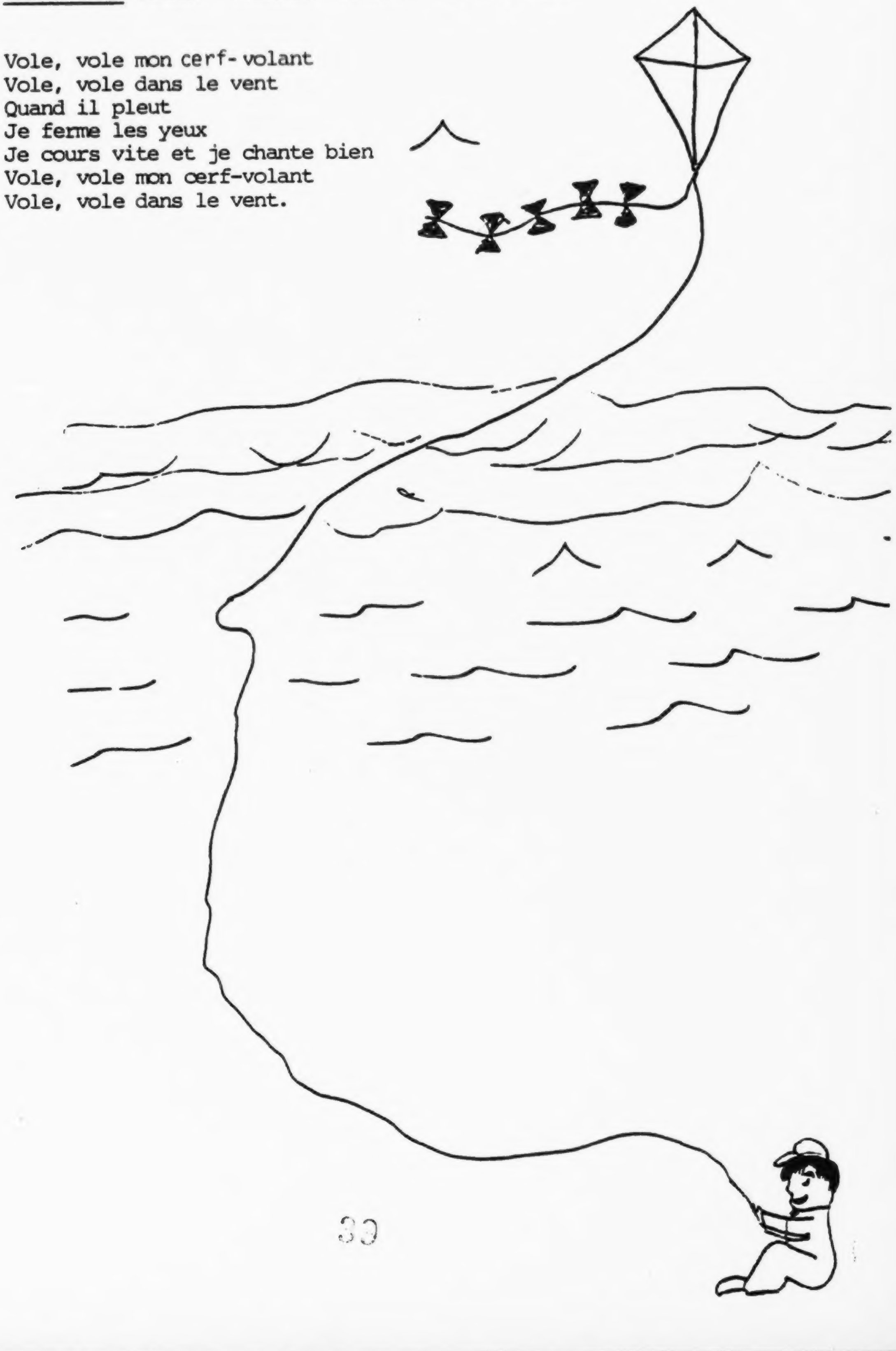
Le ciel est bleu,
Allons joyeux,
Prenons, prenons
Notre ballon.



CHANSON

1. Vole, Vole (Tune: Twinkle, Twinkle Little Star)

Vole, vole mon cerf-volant
Vole, vole dans le vent
Quand il pleut
Je ferme les yeux
Je cours vite et je chante bien
Vole, vole mon cerf-volant
Vole, vole dans le vent.



JEUX

Games designed to practice structures that describe the weather.

1. Le temps pantomime:

Materials required - none

Il pleut... wiggle fingers downward and look sad

Il fait soleil ... with both arms, make a big circle

Il fait froid ... hug yourself and shiver

Il fait chaud ... wipe your forehead

Il neige... smile and wiggle your fingers

After everyone has learned these gestures, one student can stand in front of the class and do the gestures. The rest of the class may call out what he is doing or they may be the ones to tell him what gestures to make.

2. Weather detective:

Materials required: box or bag filled with props.

Example: mittens, a tuque, sunglasses, an umbrella, etc...

* This is a multi-purpose game. It is excellent for the introduction of the theme with the teacher using the props and the children repeating.

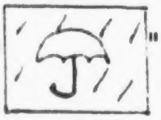
* The version below is good for review:

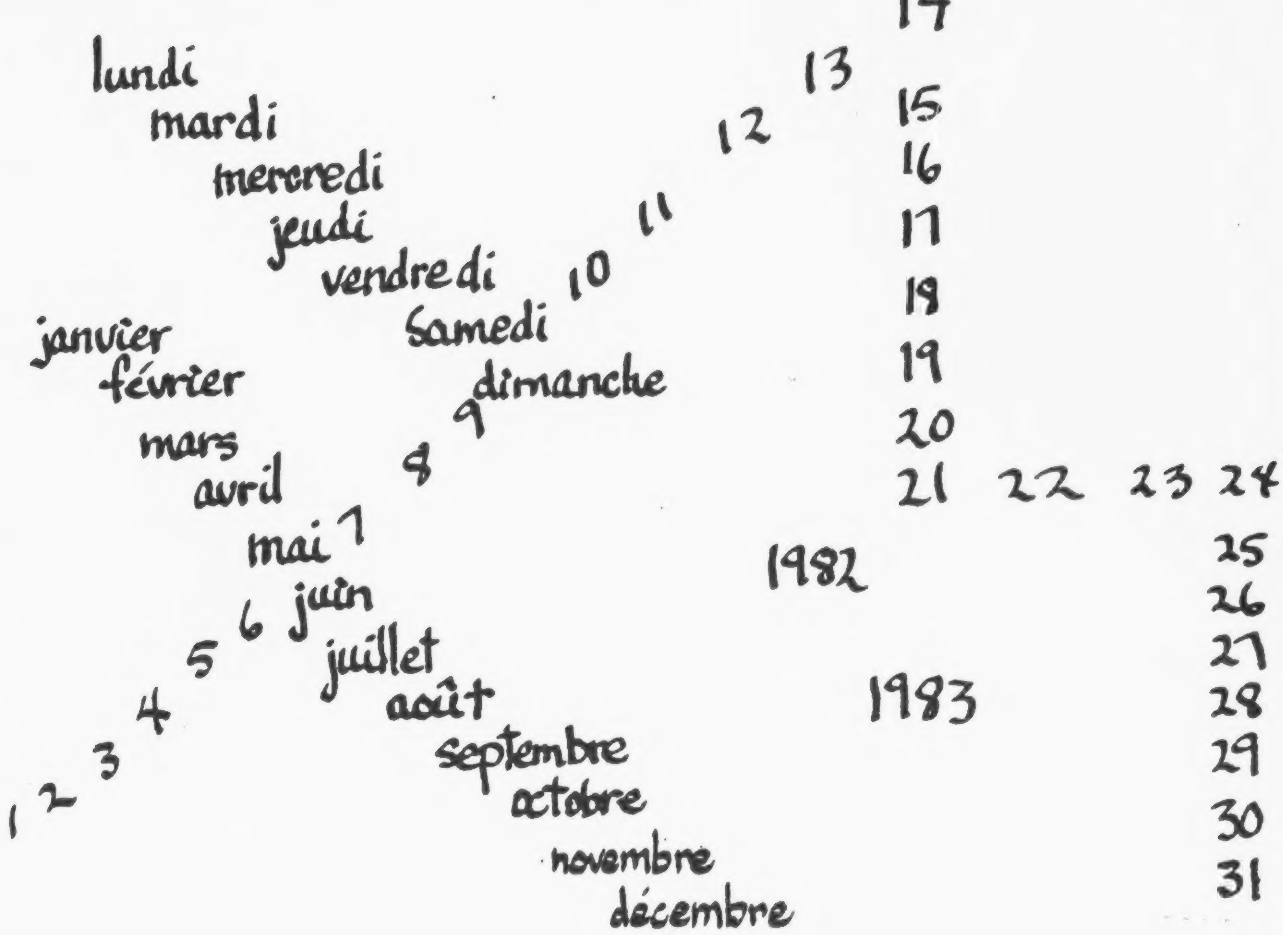
The teacher pulls a prop out (i.e. a tuque) of the bag and puts it on. Then she asks: "Quel temps fait-il?" The first child to raise his hand and answer "Il fait froid" comes to the front and chooses his prop. Then he asks "Quel temps fait-il?"

3. Quel temps fait-il?

Materials required: paper bag containing flashcards of the weather.

As the children are clapping their hands and reciting or singing "quel temps fait-il?" (5 times) quel temps fait-il, aujourd'hui?", a student with her eyes closed pulls out a flashcard from the bag and answers according to what is on the flashcard,

for example  "Il pleut."


lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre
1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 22 23 24
25 26 27 28 29 30 31
1982
1983

LE CALENDRIER

ACTIVITÉ

Calendar

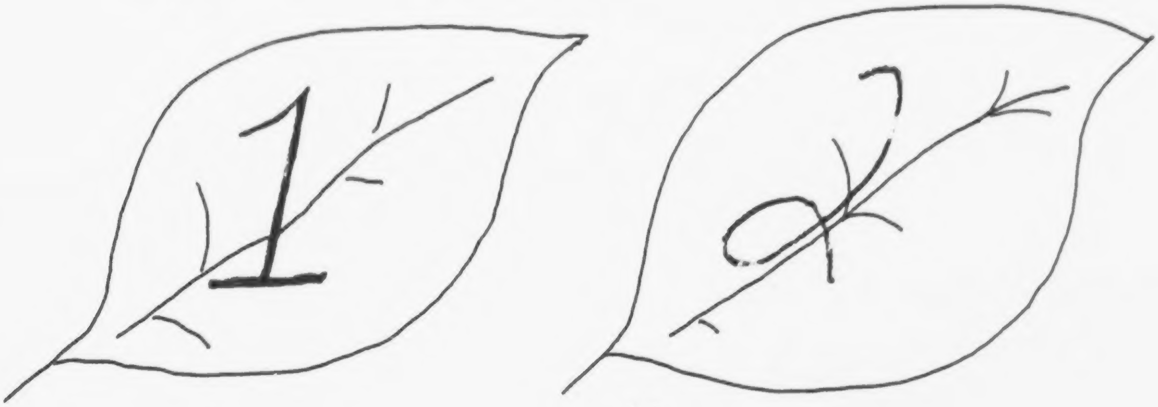
Monthly calendar: to help students learn the days of the week, months, and weather vocabulary.

septembre

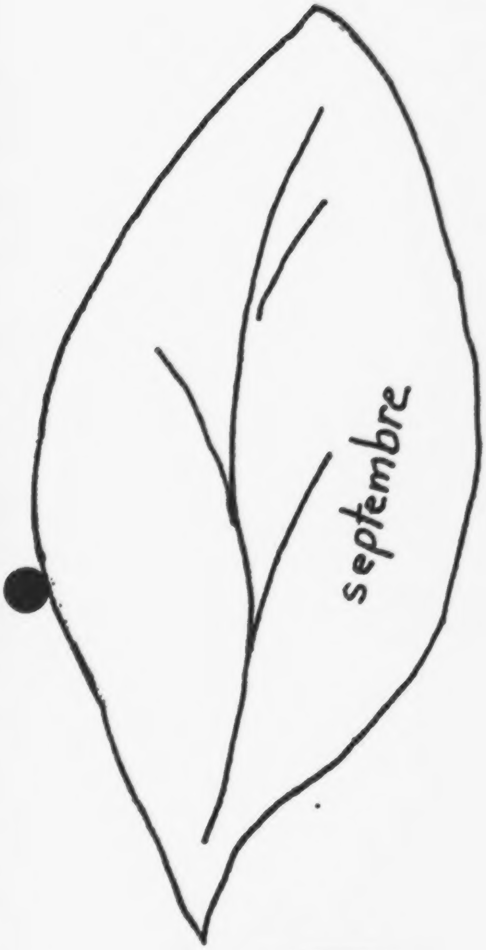
dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi

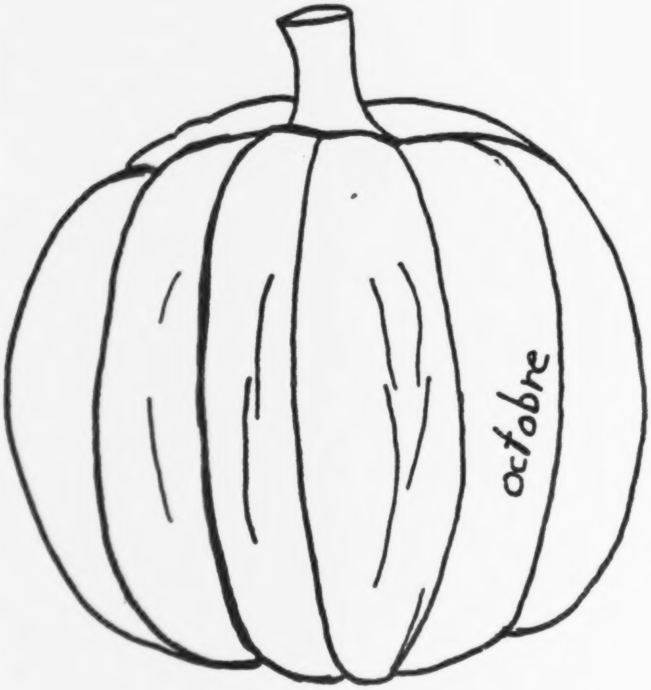
Materials needed:

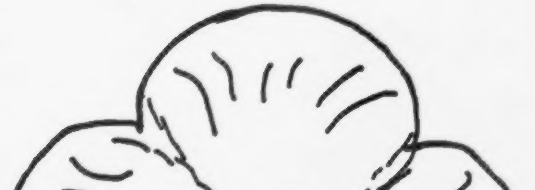
An envelope with symbols to represent each month *e.g.* for September, have leaves. The numbers of the days are written on the leaves, etc.

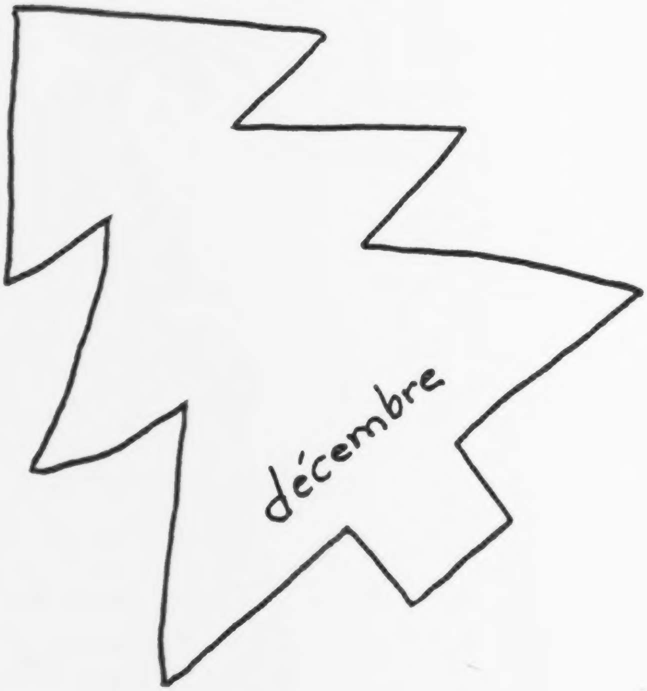


Here are symbols which can be used to represent the months of the year.

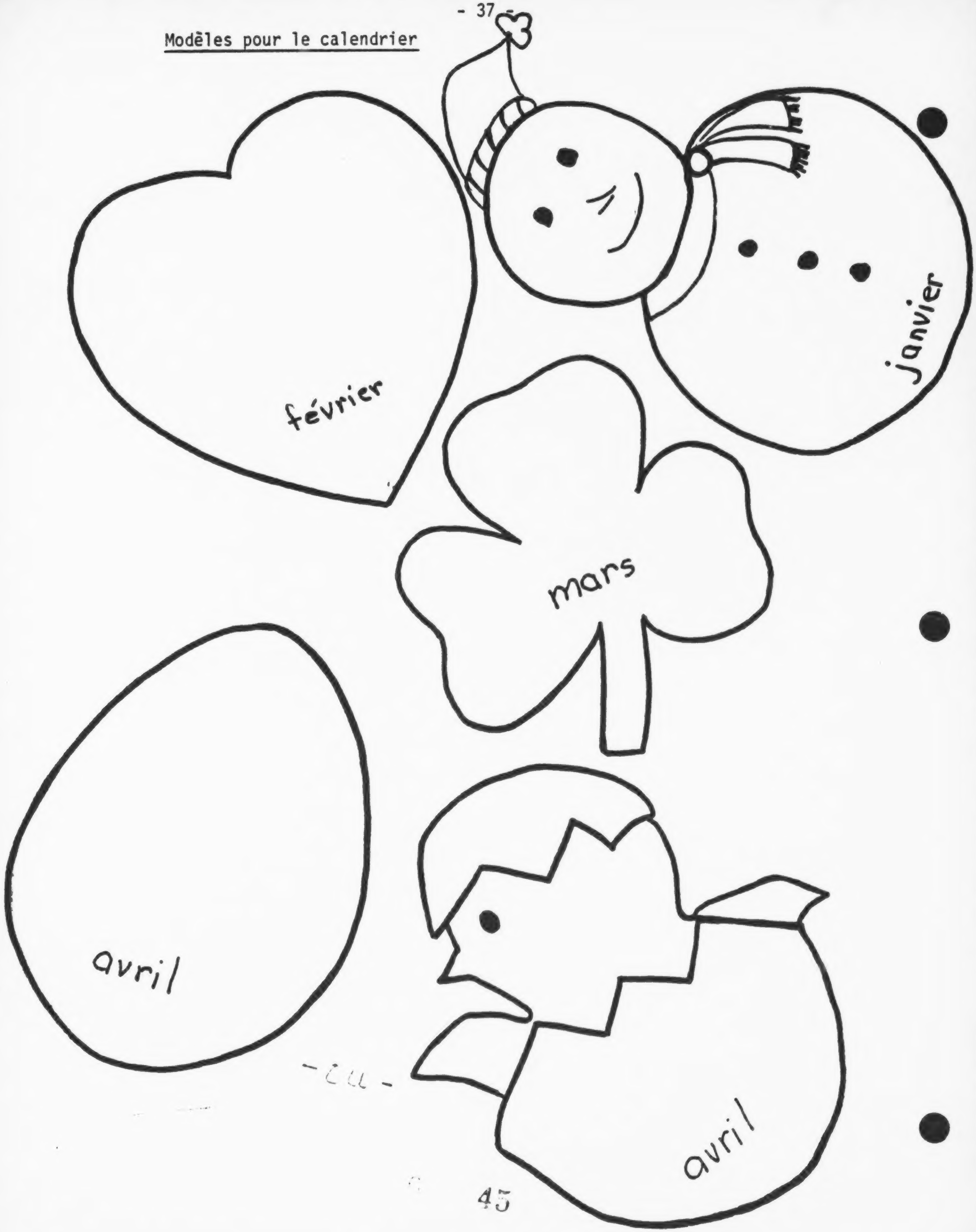




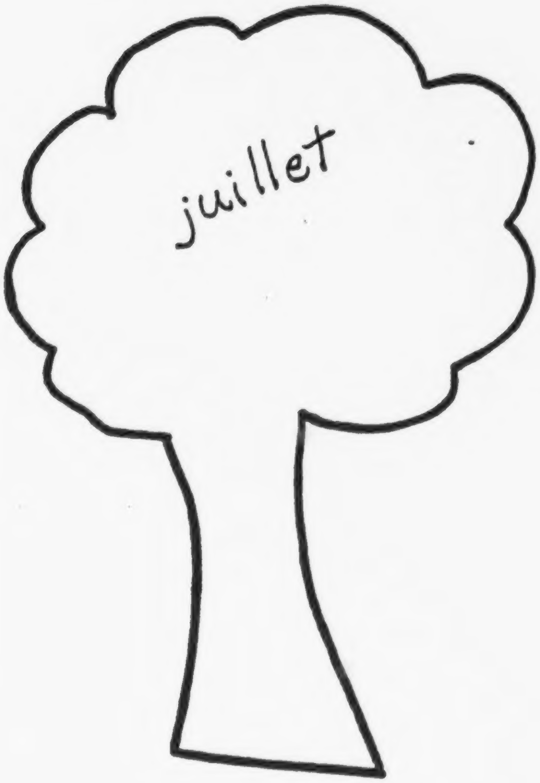


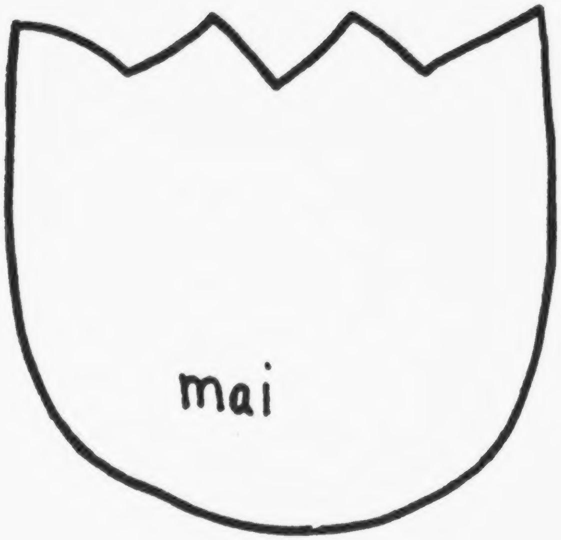


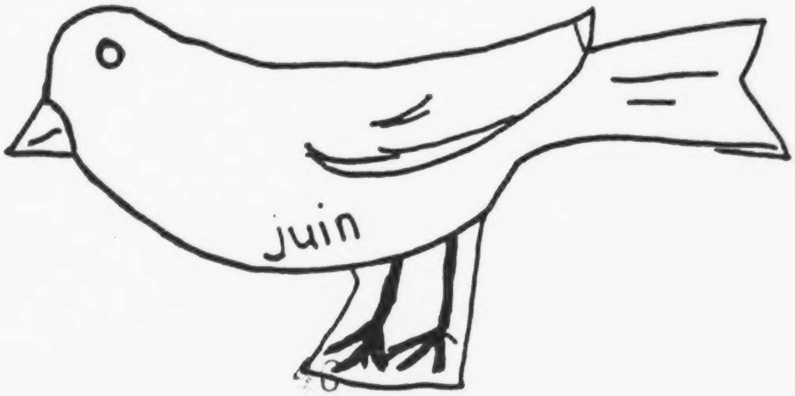
Modèles pour le calendrier

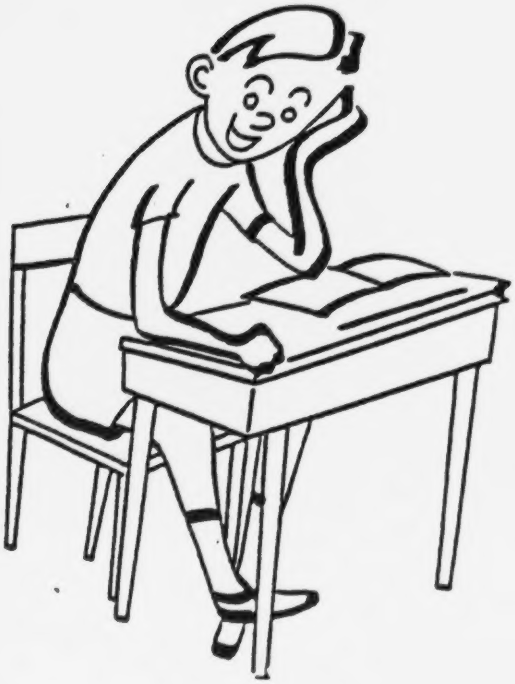

janvier
février
mars
avril
avril

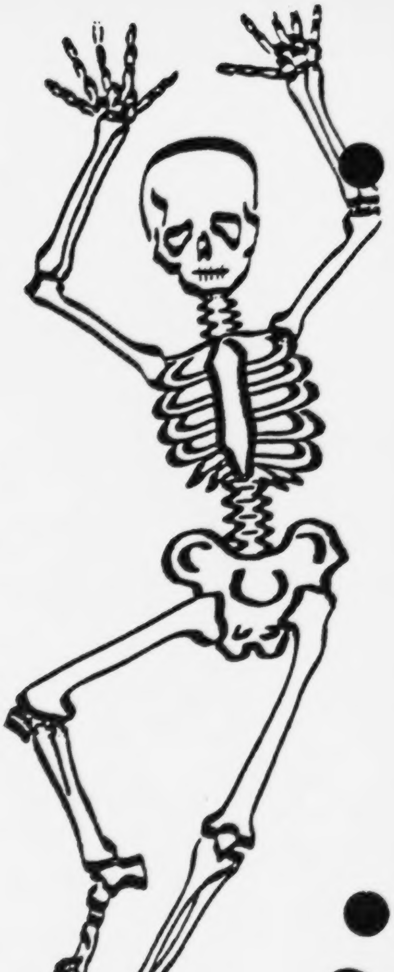
Modèles pour le calendrier









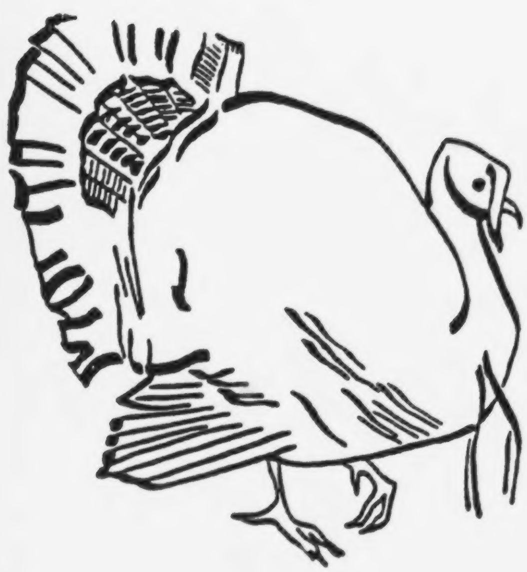


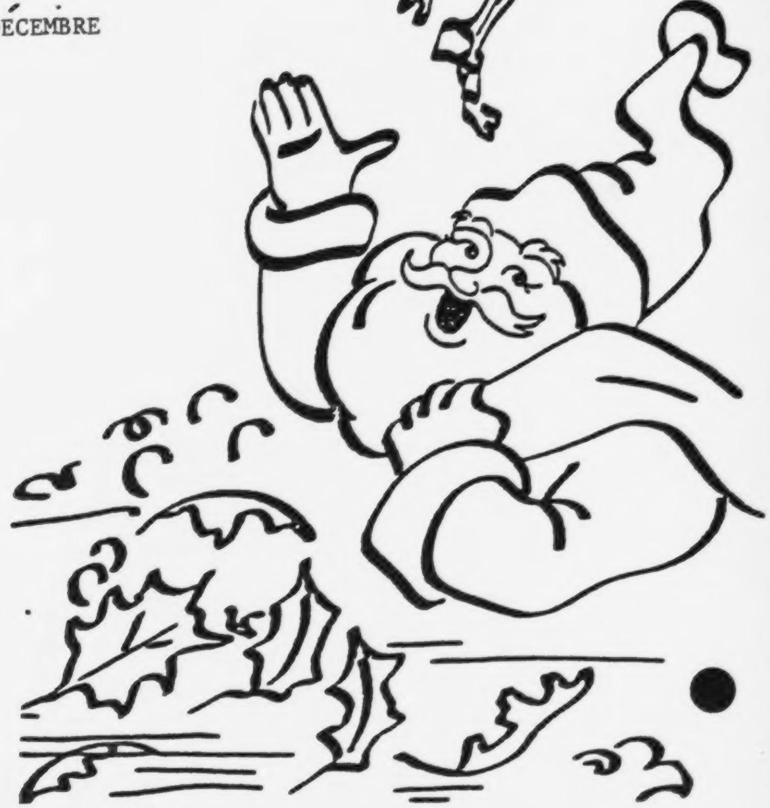
SEPTEMBRE

OCTOBRE

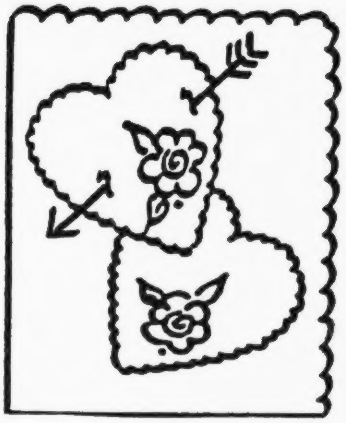
NOVEMBRE

DÉCEMBRE





1986!
J. BAYER-BILENKI

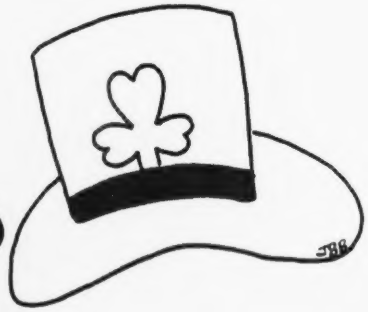


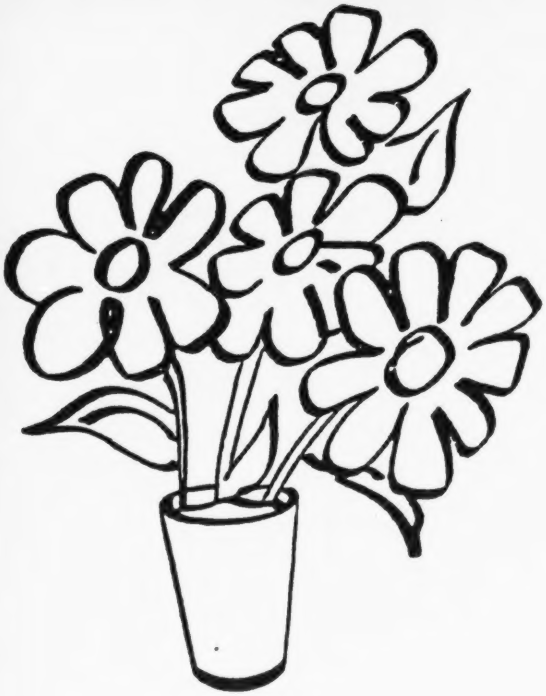
JANVIER

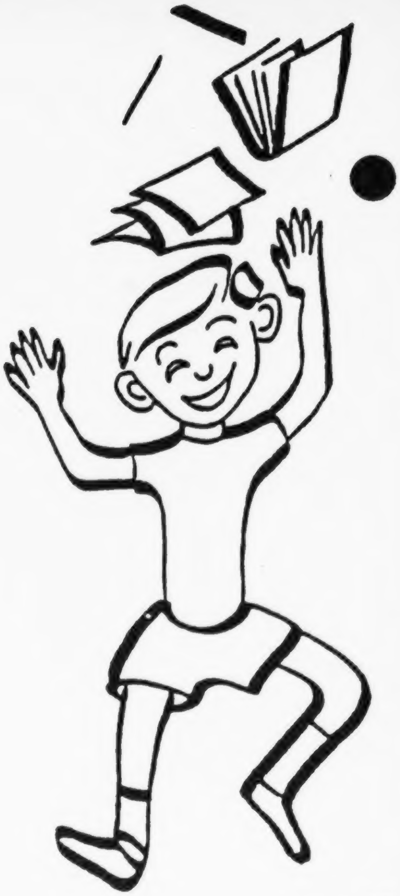
FÉVRIER

MARS

AVRIL





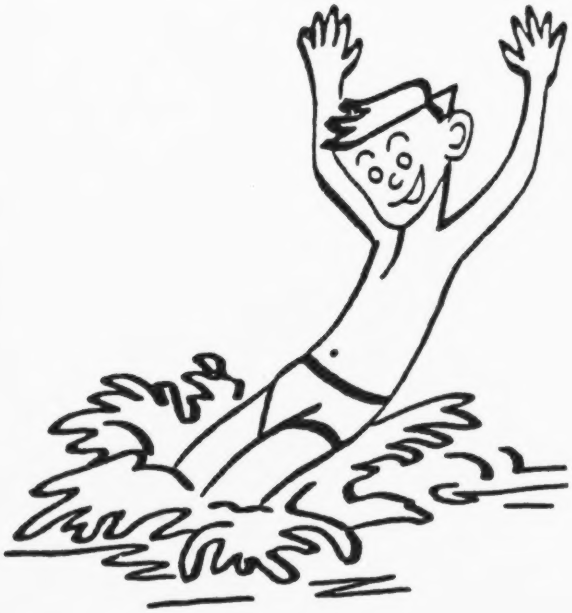


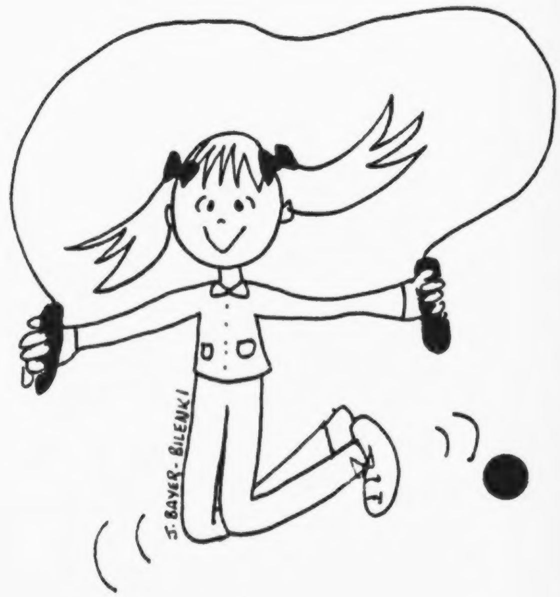
MAI

JUIN

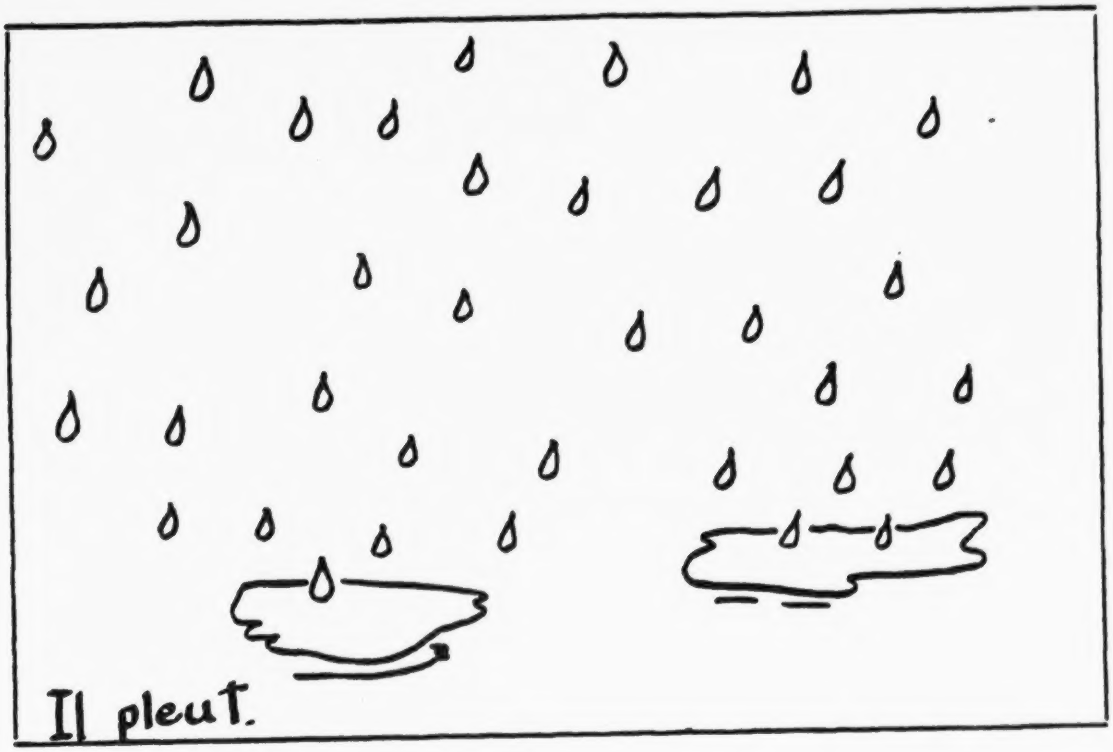
JUILLET

AOÛT

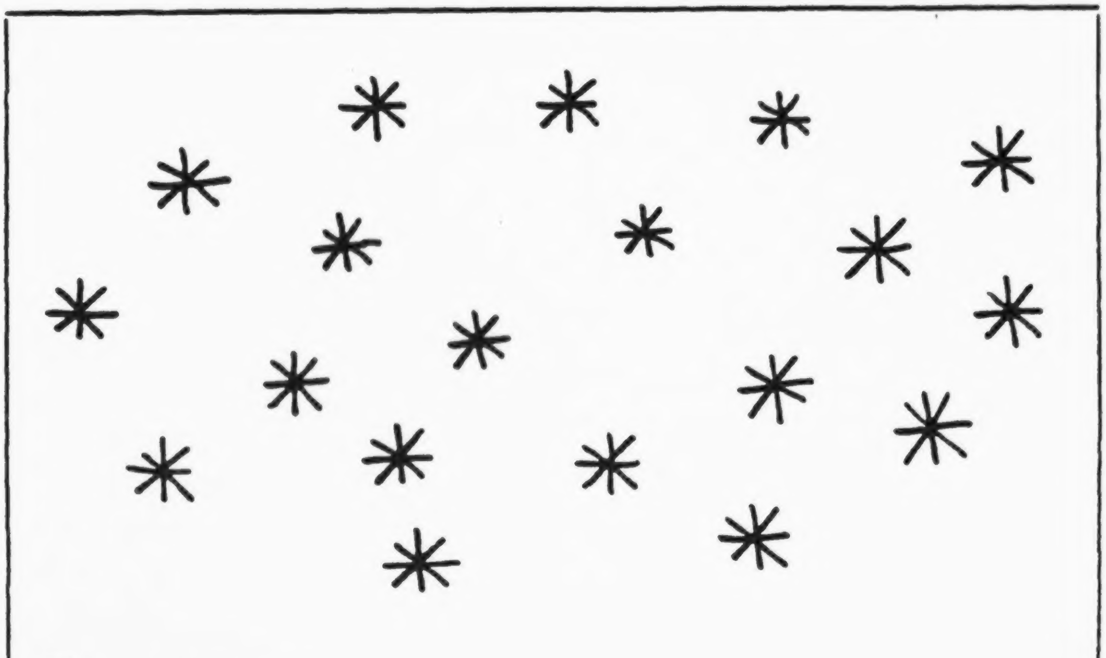



J. BAYER-BILENKI

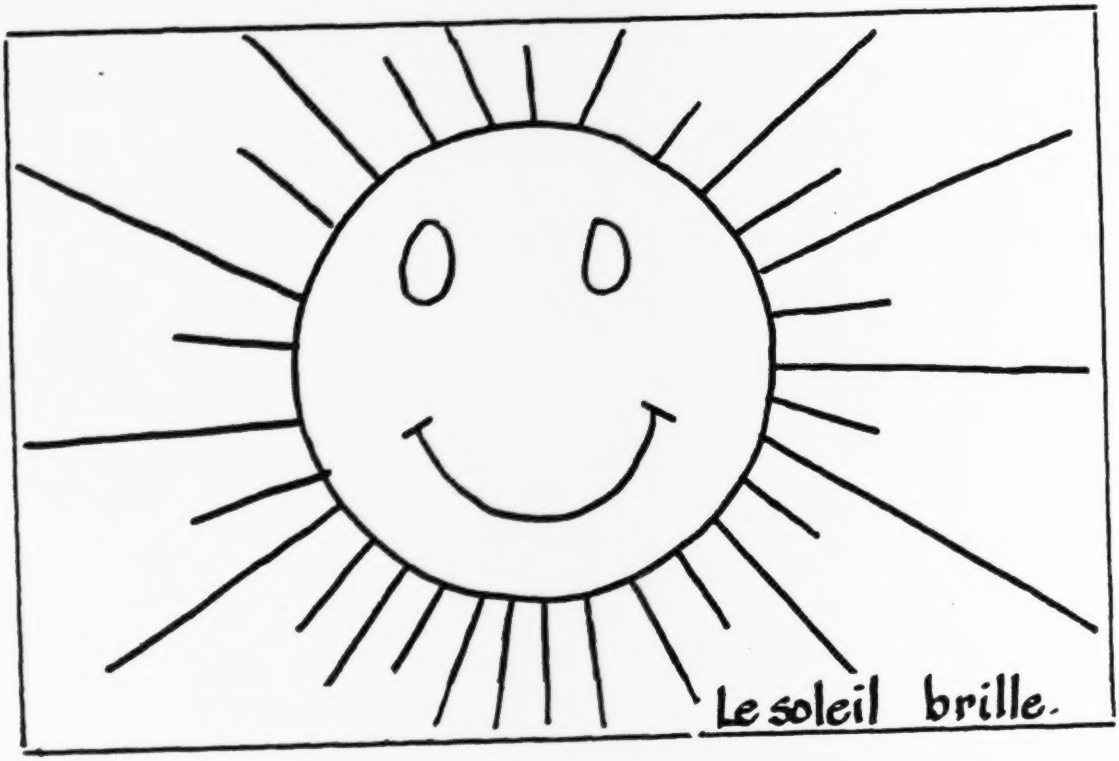
Les symboles pour la température (calendrier)

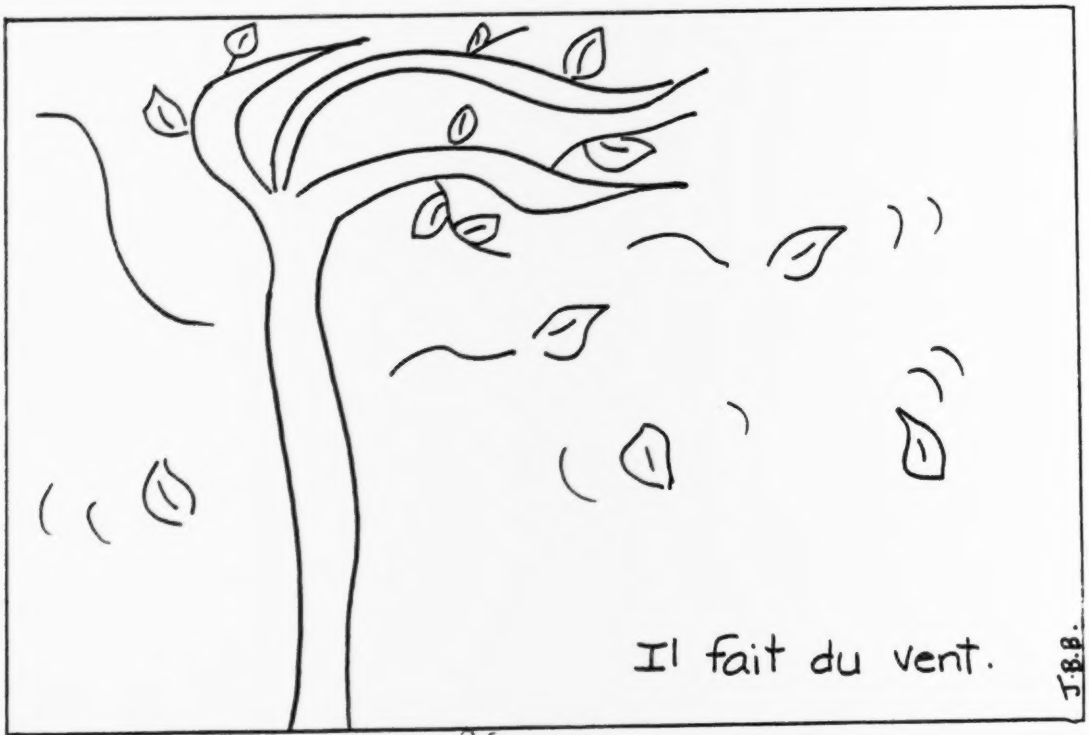


SYMBOLS FOR THE WEATHER. THESE MAY BE ADDED TO THE DATES ON THE CALENDAR OR USED BY THEMSELVES.

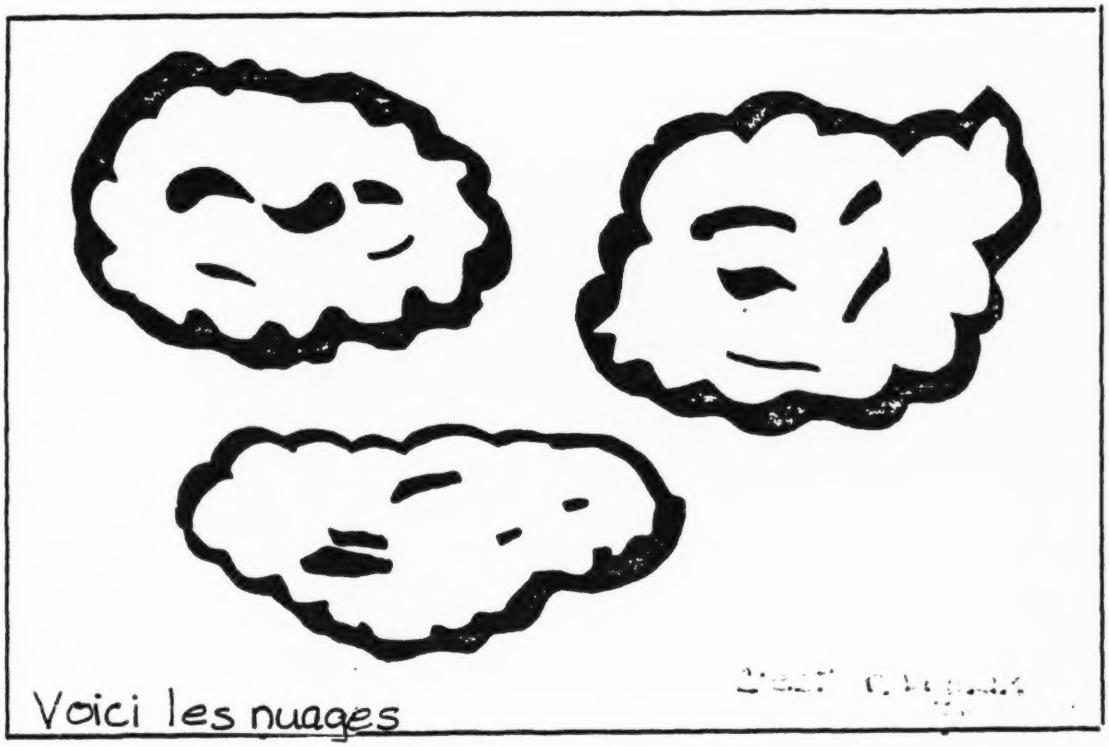


Les symboles pour la température (calendrier)

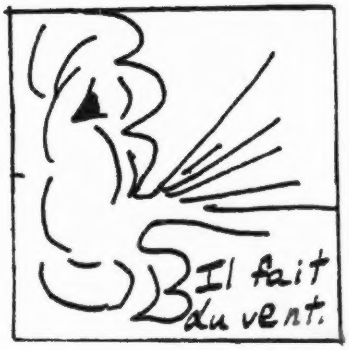

Le soleil brille.

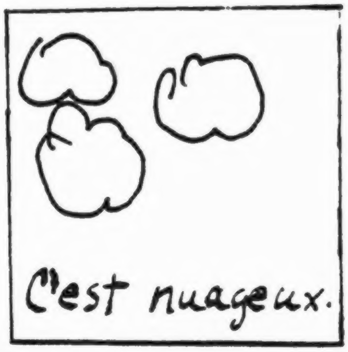

Il fait du vent.
J.B.B.

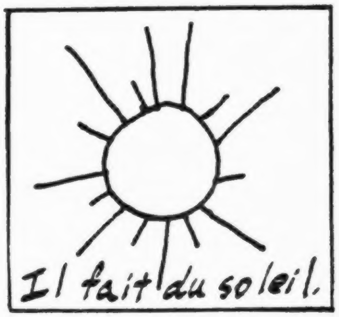
Les symboles pour la température (calendrier)

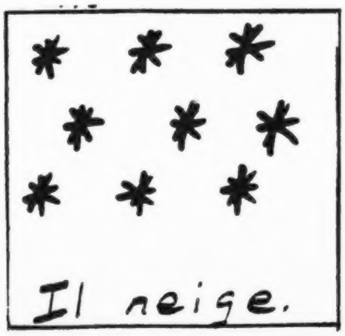

Voici les nuages

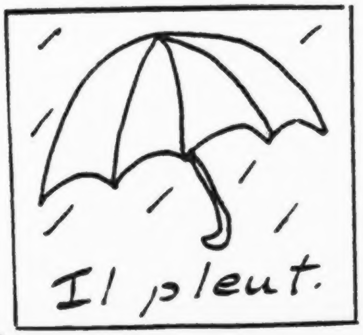
Color and laminate - for large classroom calendar


Il fait du vent.


C'est nuageux.


Il fait du soleil.





7

0

3

6

LES CHIFFRES

2

1

0×2=0

Un
deux
trois...

2+2=4

1+1=2

8

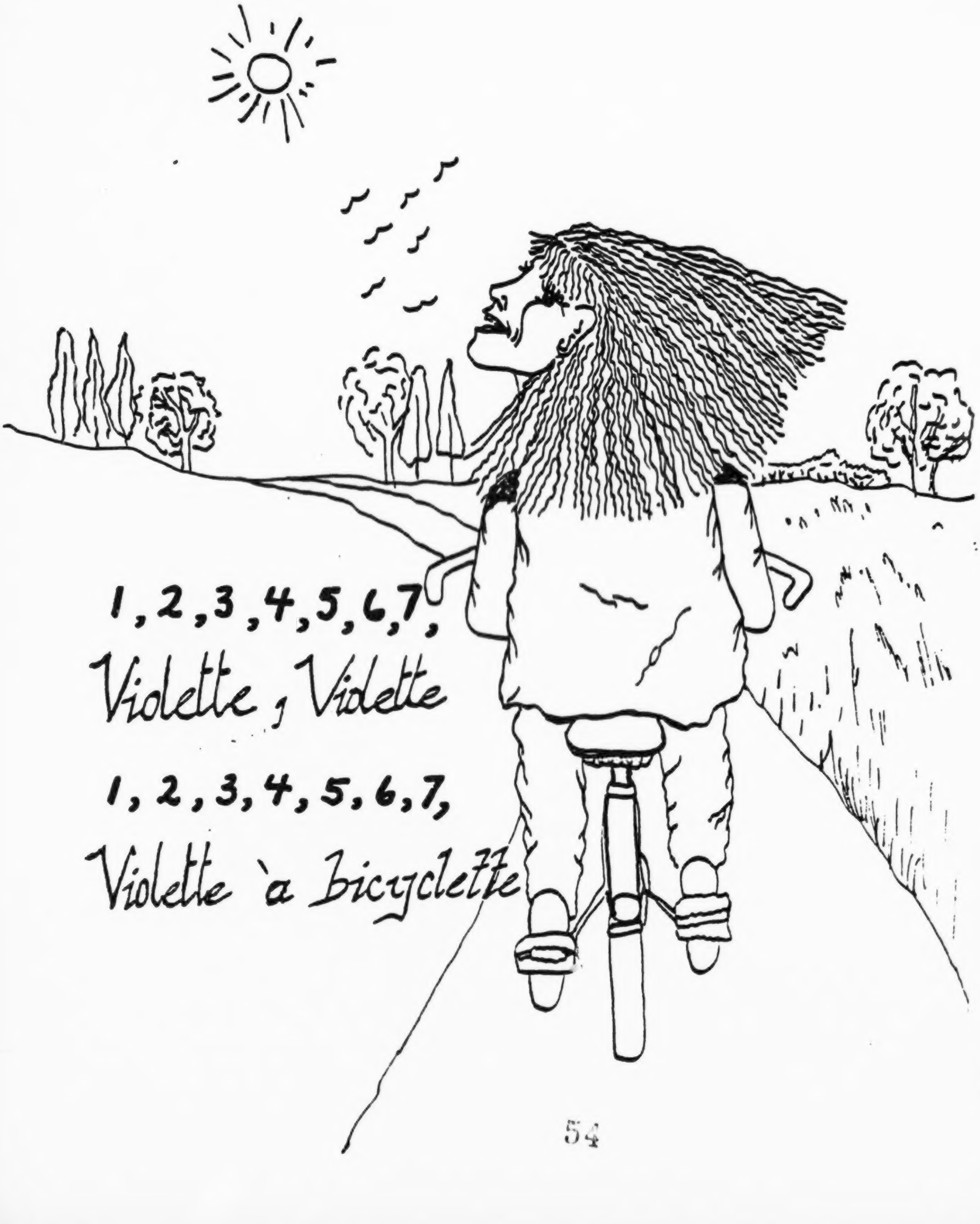
Combien?

5

M + 1e ANNÉE

COMPTINES

1. 1,2,3 Violette



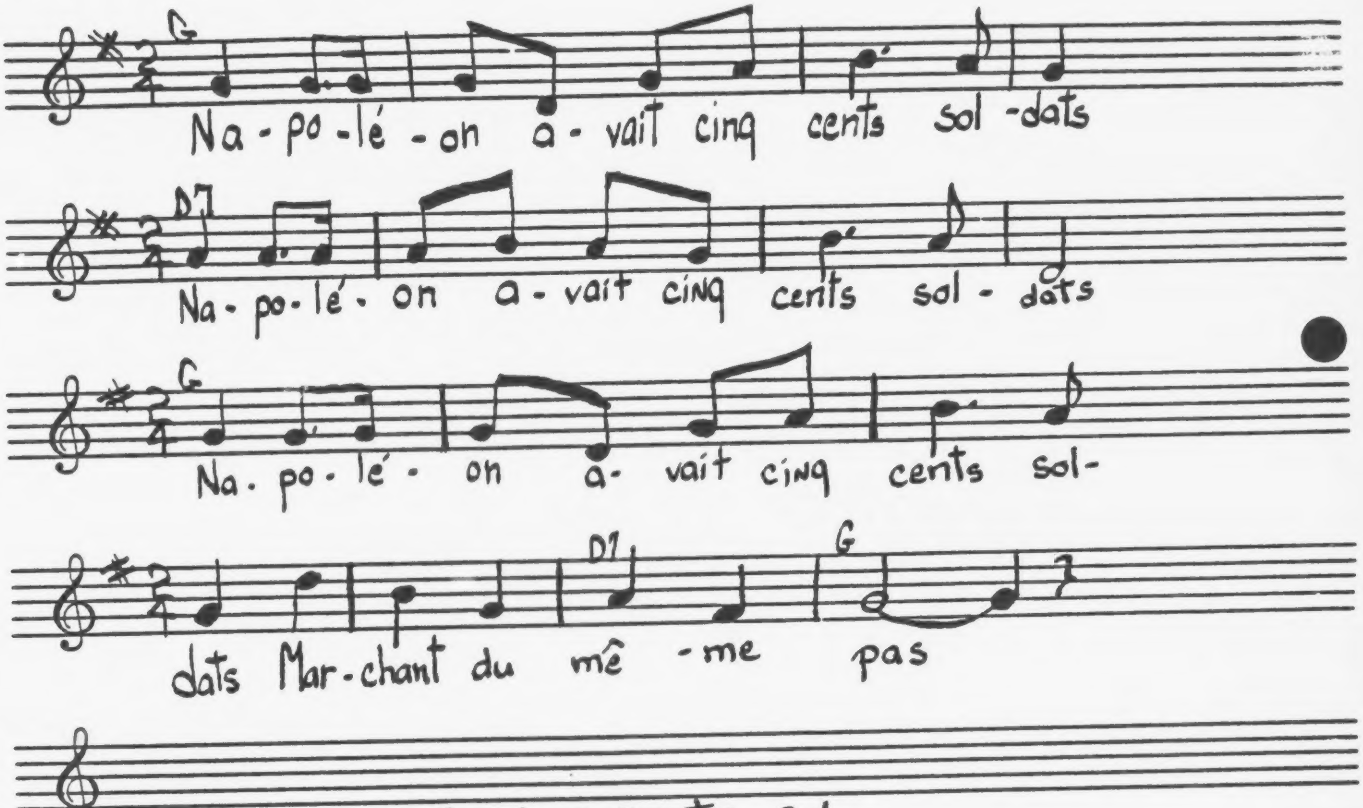
1, 2, 3, 4, 5, 6, 7,
Violette , Violette
1, 2, 3, 4, 5, 6, 7,
Violette à bicyclette

CHANSONS

1. Napoléon

Napoléon

Each time you sing this song, eliminate a syllable and clap your hands instead. Do not eliminate "Marchant du même pas."

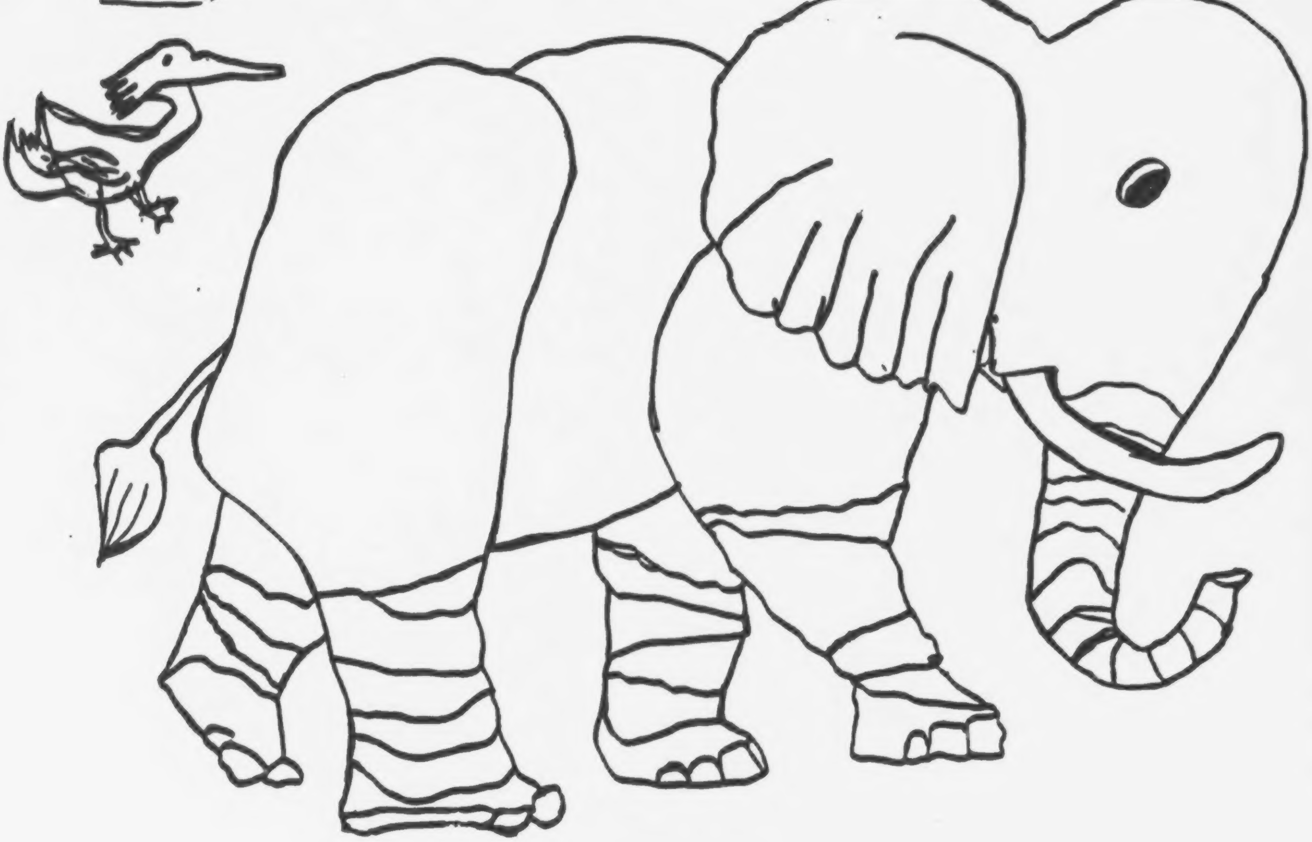

G
Na - po - lé - on a - vait cinq cents sol - dats
D7
Na - po - lé - on a - vait cinq cents sol - dats
G
Na - po - lé - on a - vait cinq cents sol-
dats Mar - chant du mê - me pas
D7
G

Napoléon avait cinq cents sol-
Napoléon avait cinq cents - -

(For a cut out of an elephant, see page 52)

2. Monter sur un éléphant

Monter sur un éléphant
C'est haut, c'est haut
Monter sur un éléphant
C'est haut, c'est effrayant!
-deux



3. Un éléphant ça trompe

Un éléphant

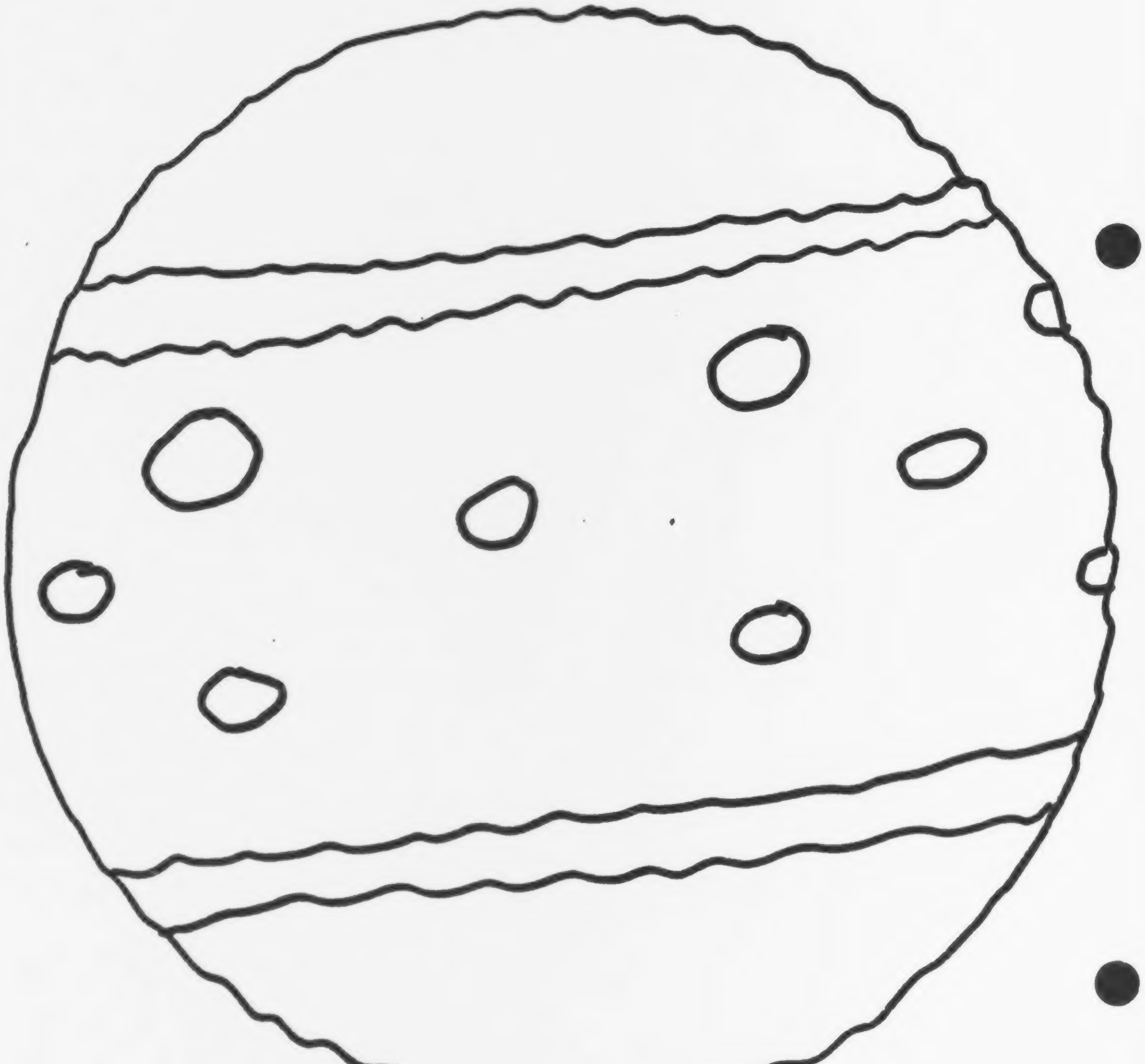
Un éléphant ça trompe, ça trompe
Un éléphant ça trompe énormément

Deux éléphants, ...

4. Un, deux, trois, ma boule

(sometimes sung to the tune of "One, two, three a larrie")

Un, deux, trois, ma boule
Quatre, cinq, six, qui roule
Sept, huit, neuf et dix
Qui roule jusqu'à Nice!

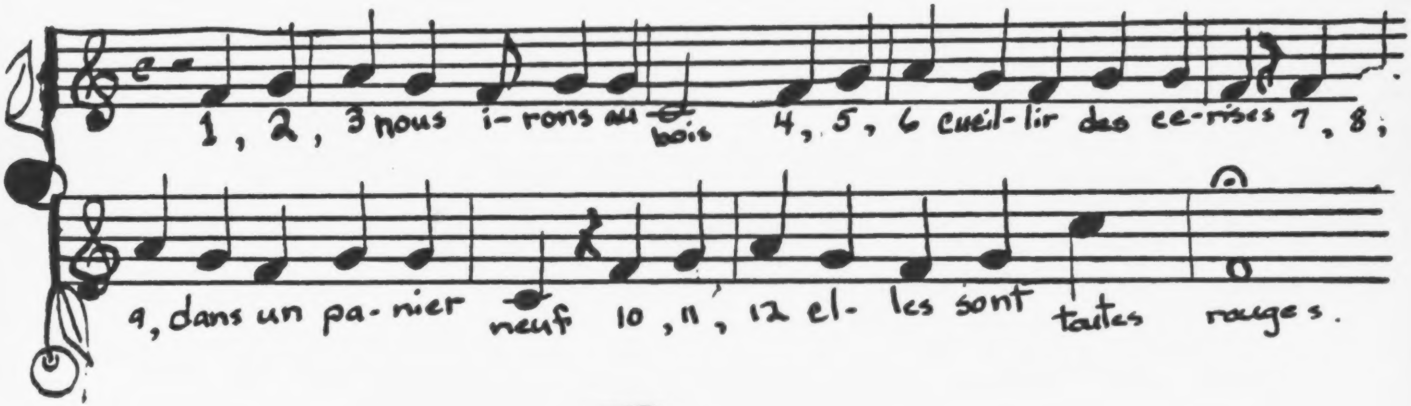


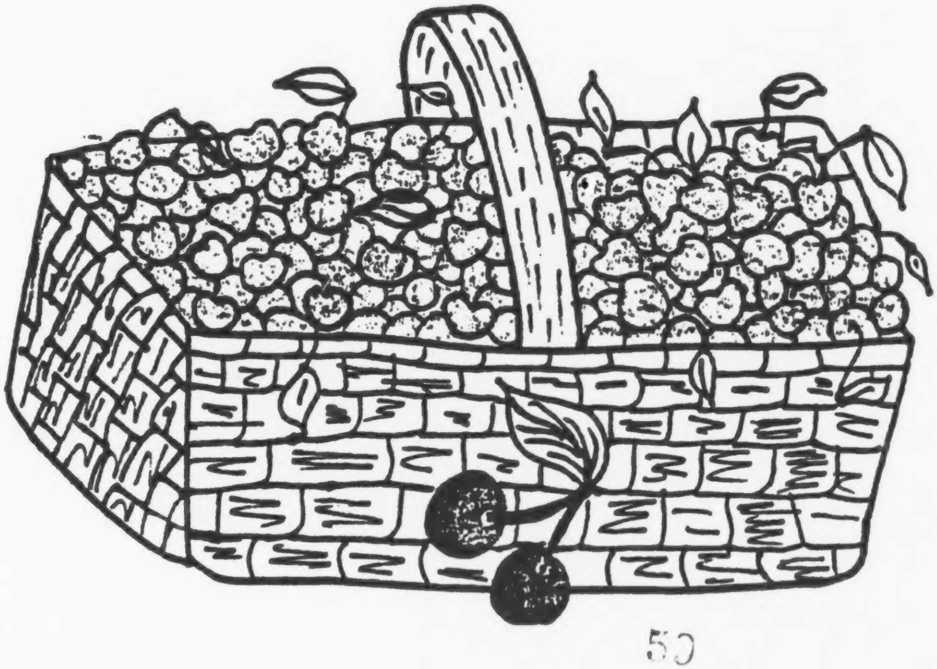
1 à 13
(tune: Frère Jacques)

5. Les numéros

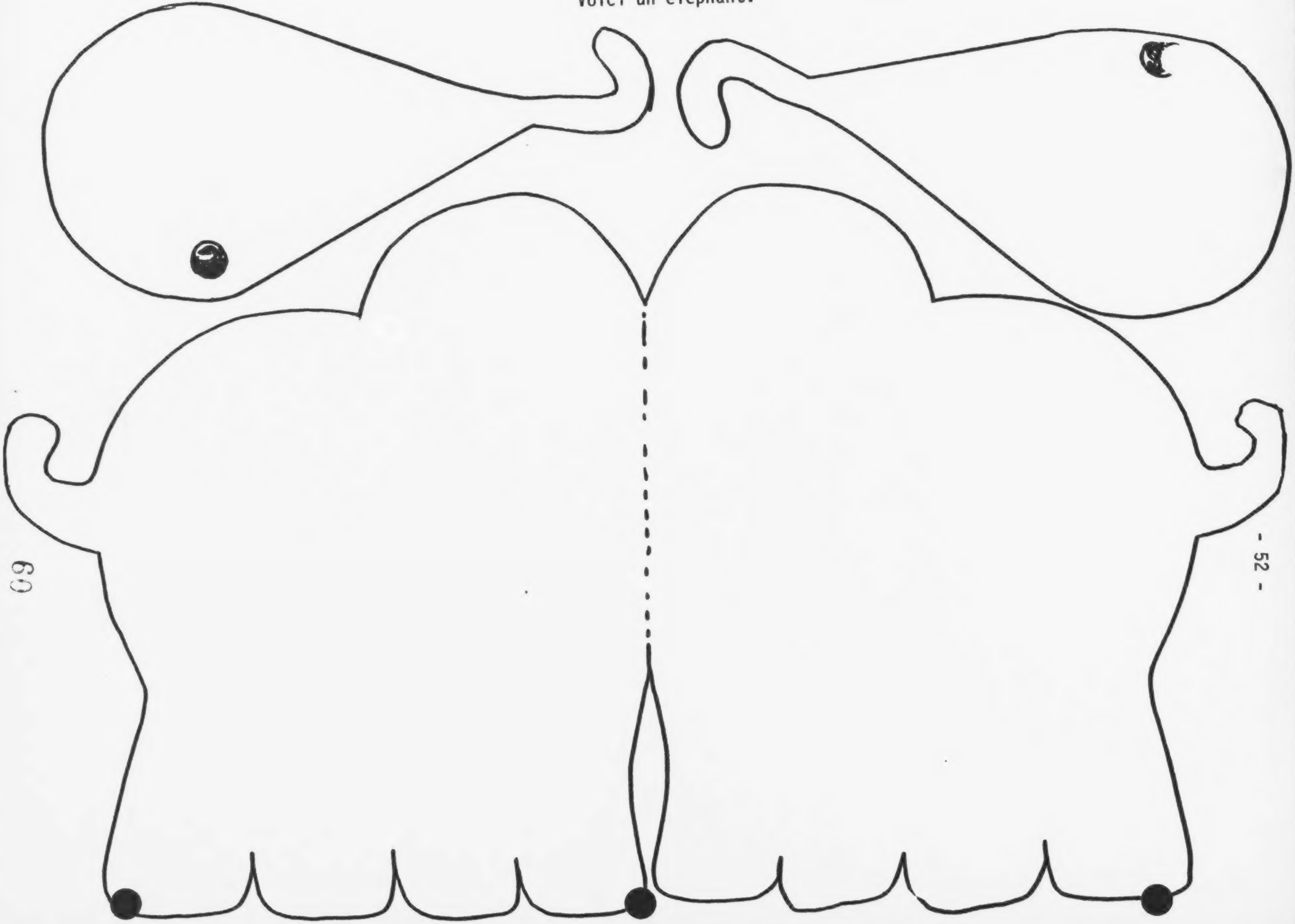
1, 2, 3, 4 , 1, 2, 3, 4,
5, 6, 7 , 5, 6, 7,
8, 9 et 10 , 8, 9 et 10,
11, 12, 13 , 11, 12, 13

6. 1, 2, 3 nous irons au bois


1, 2, 3 nous i- rons au bois 4, 5, 6 cueil- lir des ce- rises 7, 8,
9, dans un pa- nier neuf 10, 11, 12 el- les sont toutes rouges.



Voici un éléphant.



JEUX

1. Magic Number

The teacher has a paper bag with at least 30 number flashcards. These cards each have a number on them. The numbers range from one to ten ($\boxed{1}$ $\boxed{2}$ $\boxed{3}$ etc.). Therefore each number would appear three times. The students are in a circle or in rows. Each student, when it is his/her turn says a number between 1 and 10. The student, now with eyes shut, picks a card from the bag and says the number on the card. If his number matches the one he guessed, he may keep it. The game continues and at the end the child with the most cards is the champion.

2. Scramble

Have class (or part of the class) form a circle with one pupil in the centre. Everyone in the circle is given a card with a number on it. The person in the centre calls two numbers. The pupils with those numbers exchange places while the centre pupil tries to steal a place.

3. Ball game

To begin the game the teacher bounces a ball once, asks "combien" and answers "un." Bounce the ball again twice, etc. but now encourage the children to respond: "deux". A bell, or musical instrument or a sound cricket etc. can be used for this game.

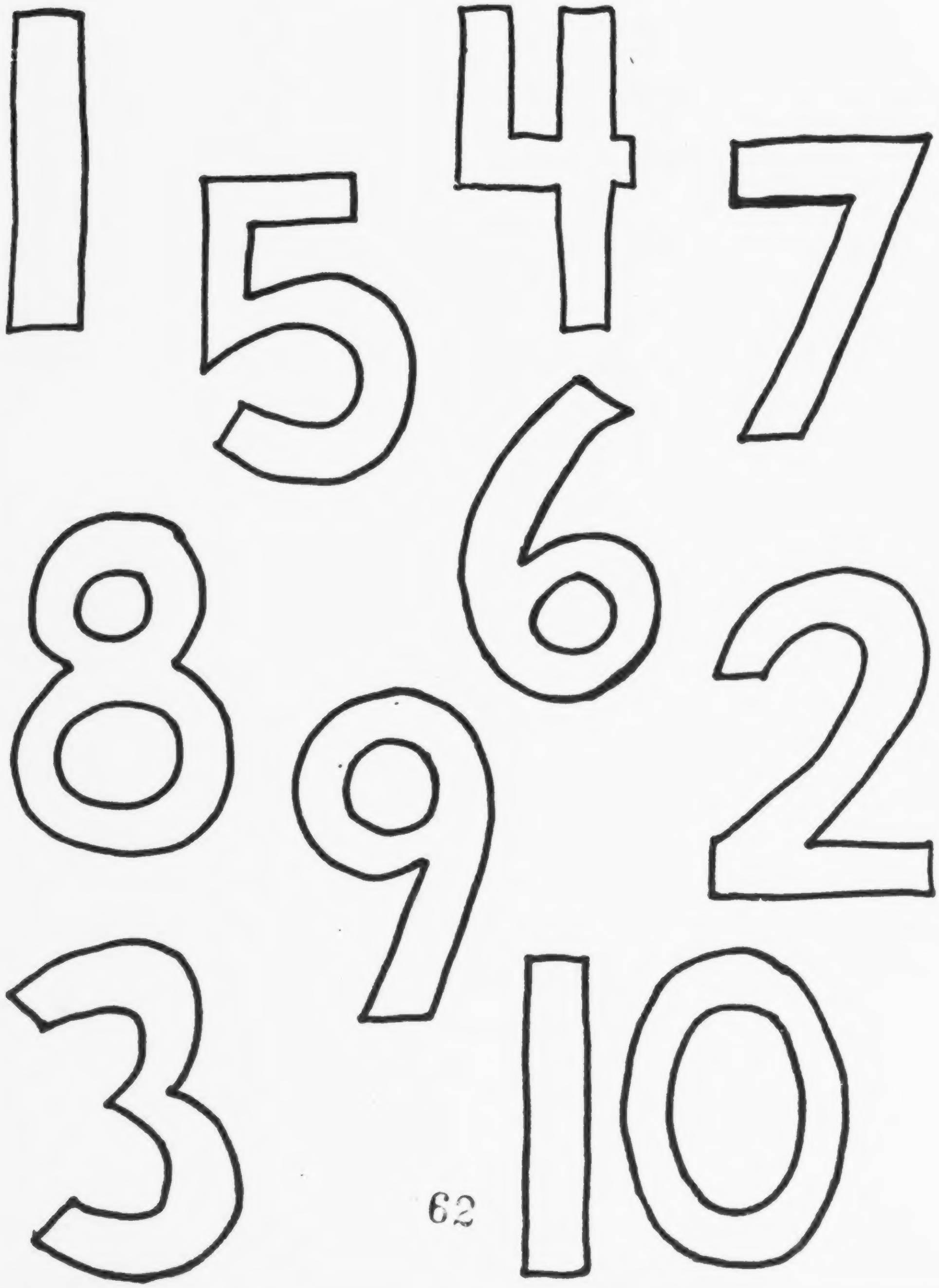
Activité

Listening/Comprehension exercise:

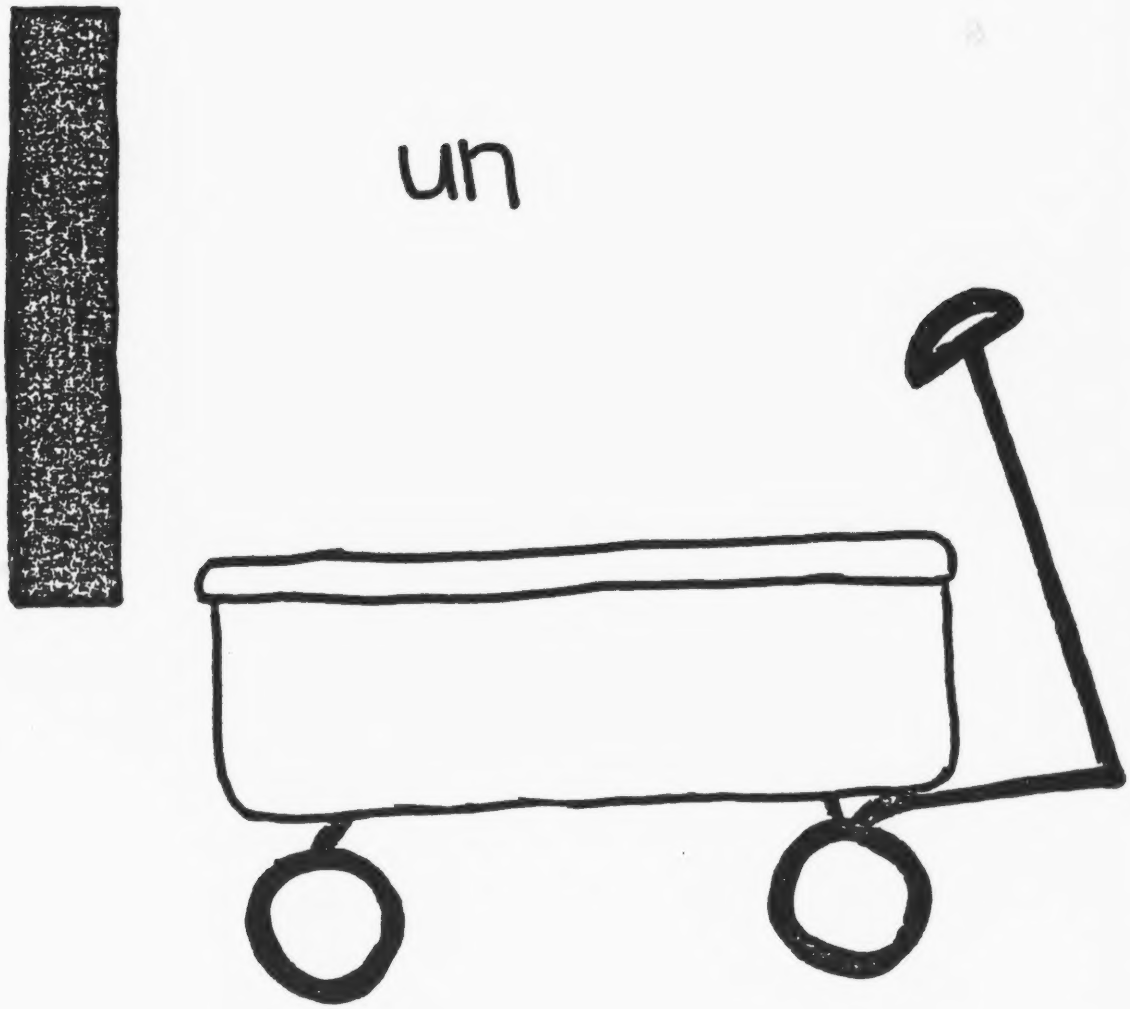
The teacher calls out a number and a colour. Students colour the correct number as directed.

Oral practice:

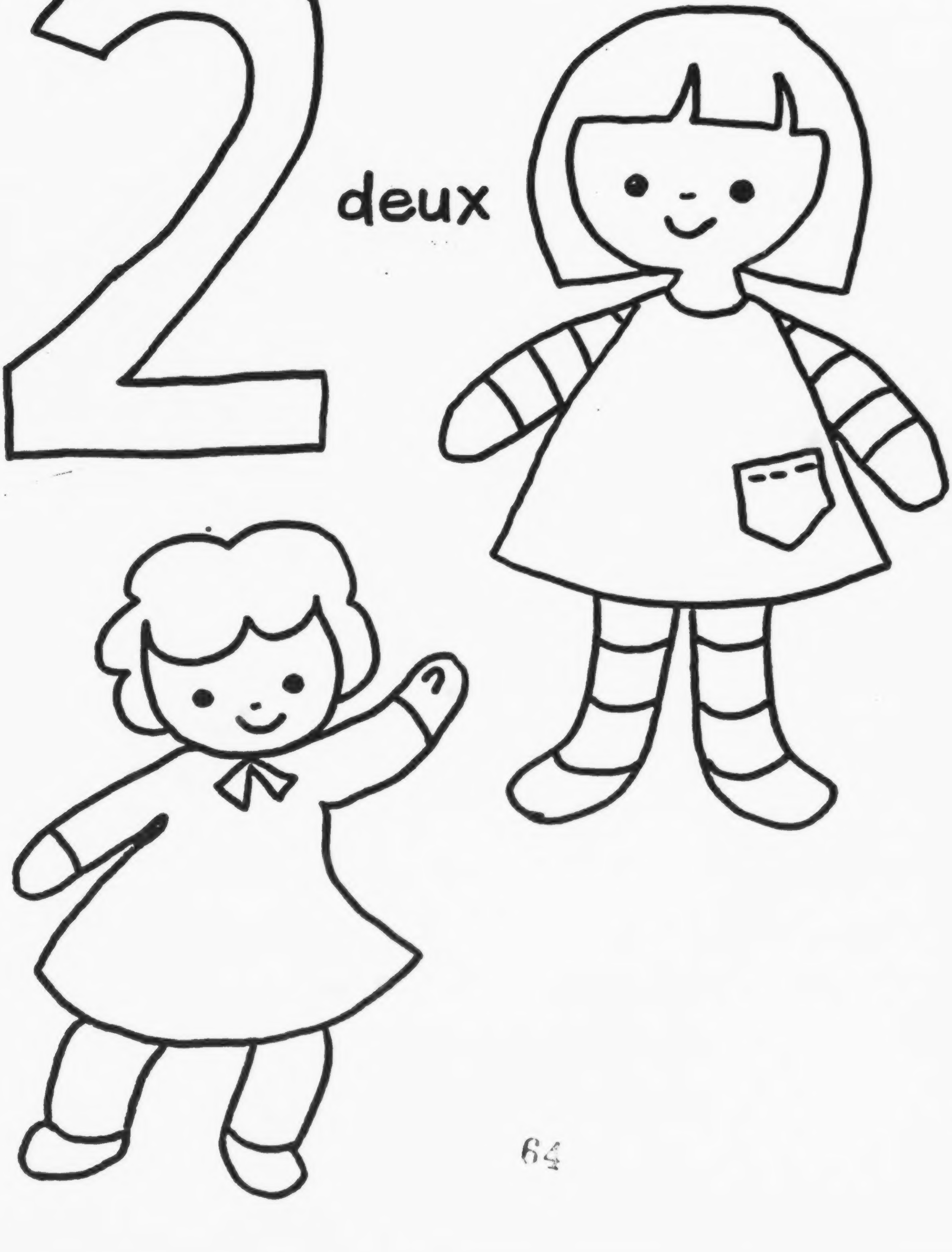
To correct this exercise the teacher could practice the structures:
i.e. "Susan, montre-moi numéro 3. C'est quelle couleur?
Student answers: "Voici numéro 3. C'est rouge."



The following pages are to be used as flashcards or transparencies to introduce or review numbers.

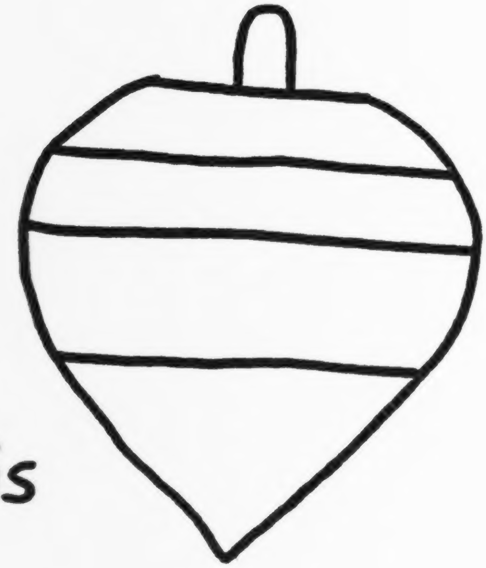


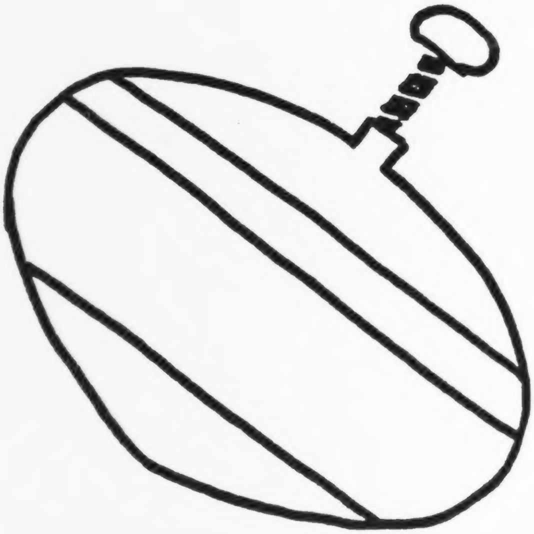
2 deux

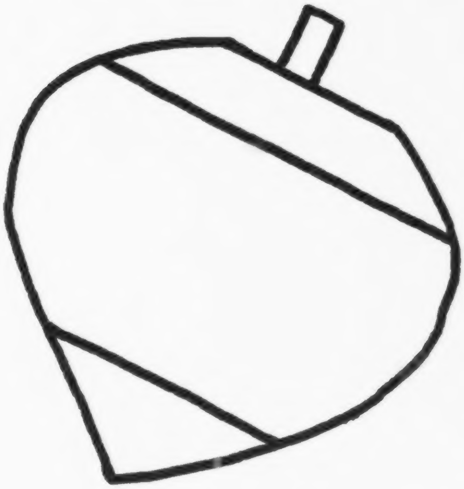


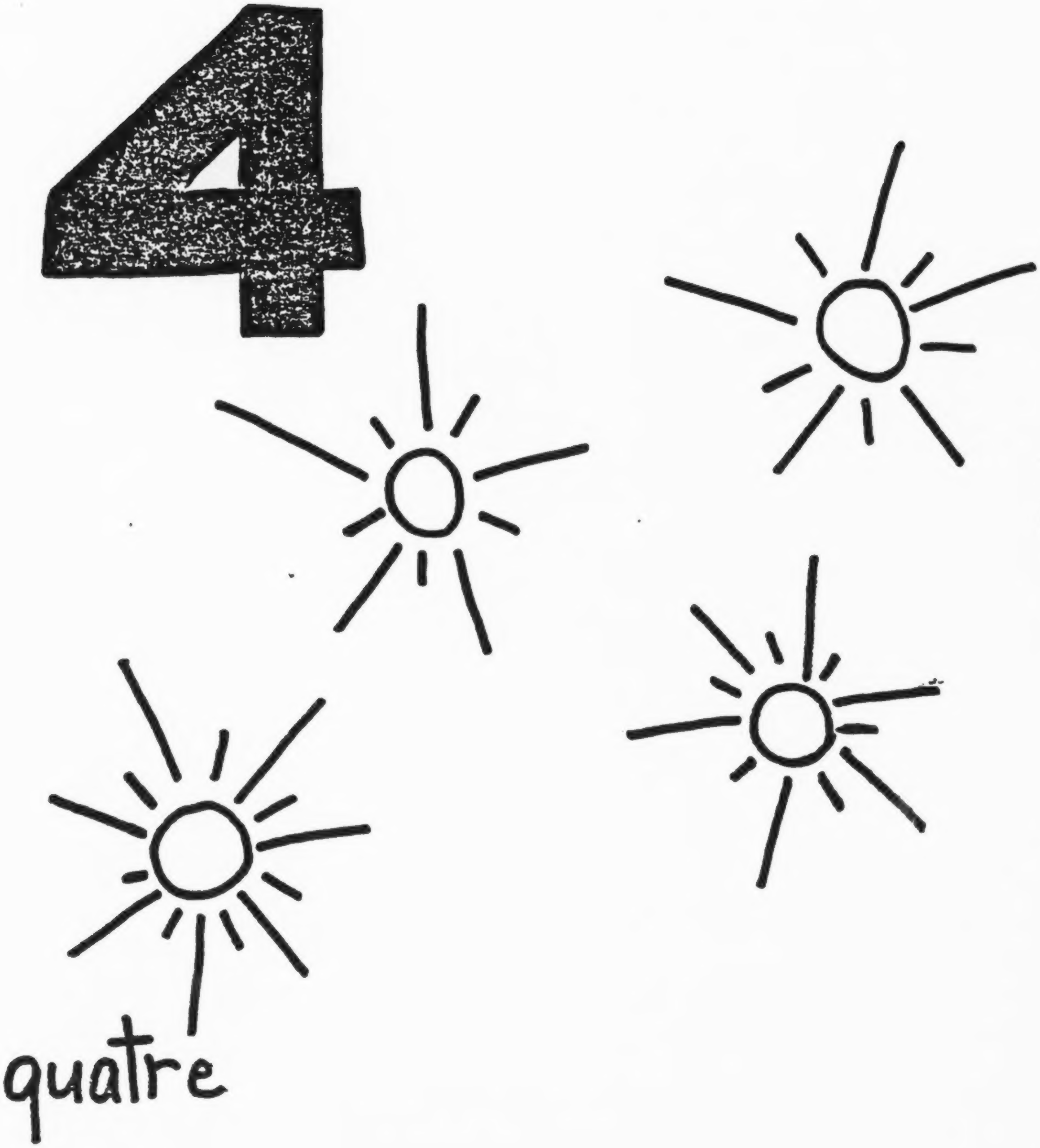
3

trois

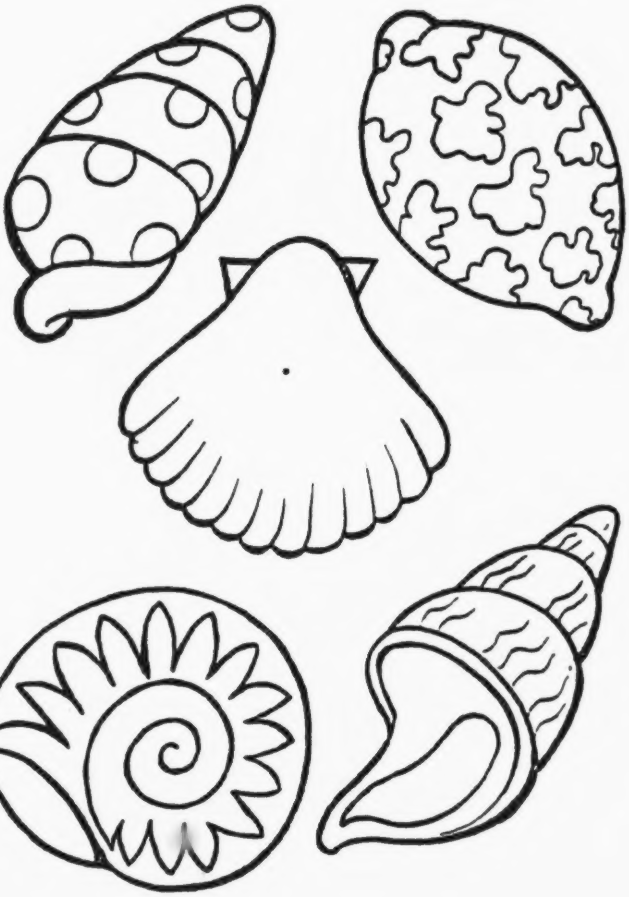


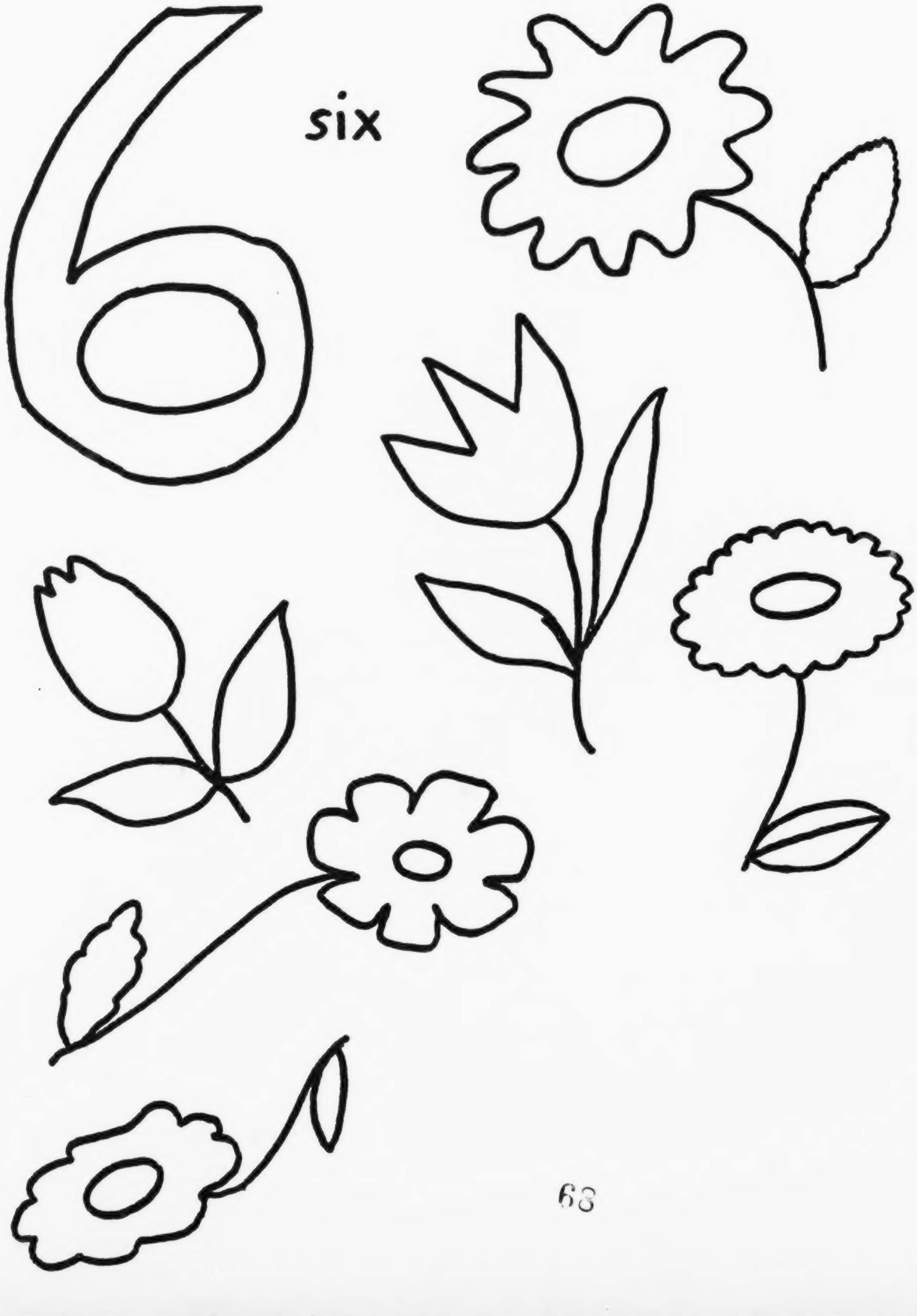


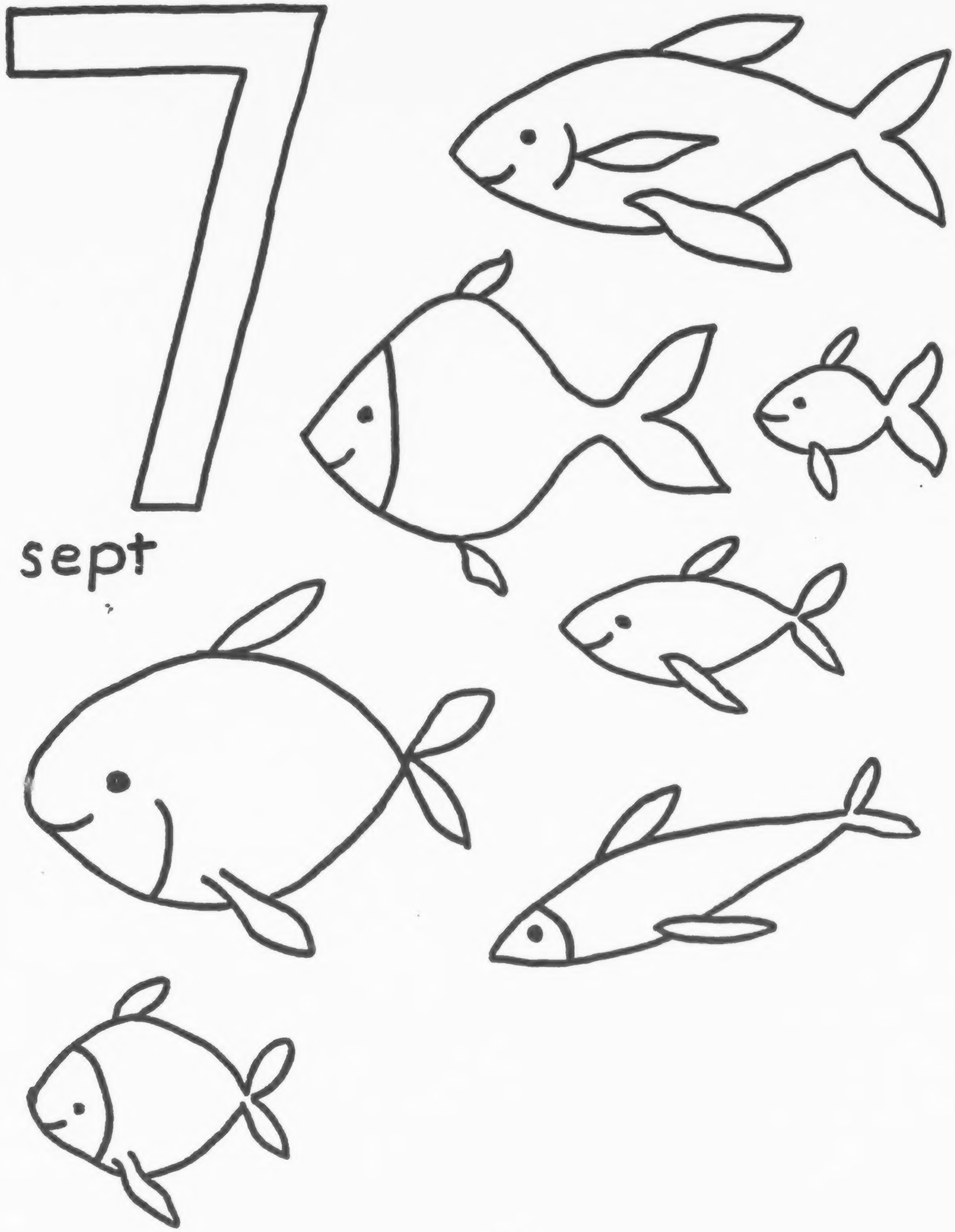



4
quatre

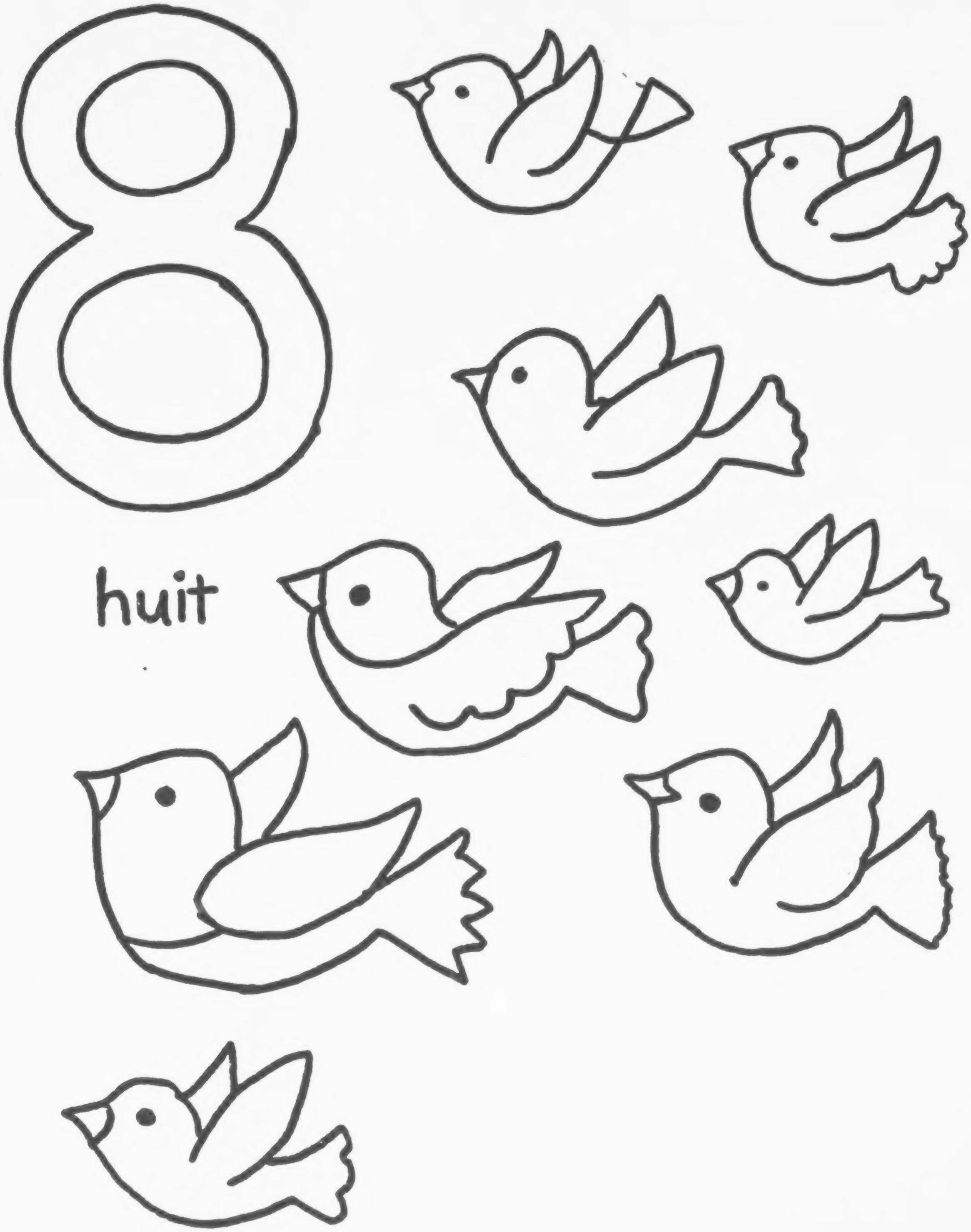
5 cinq

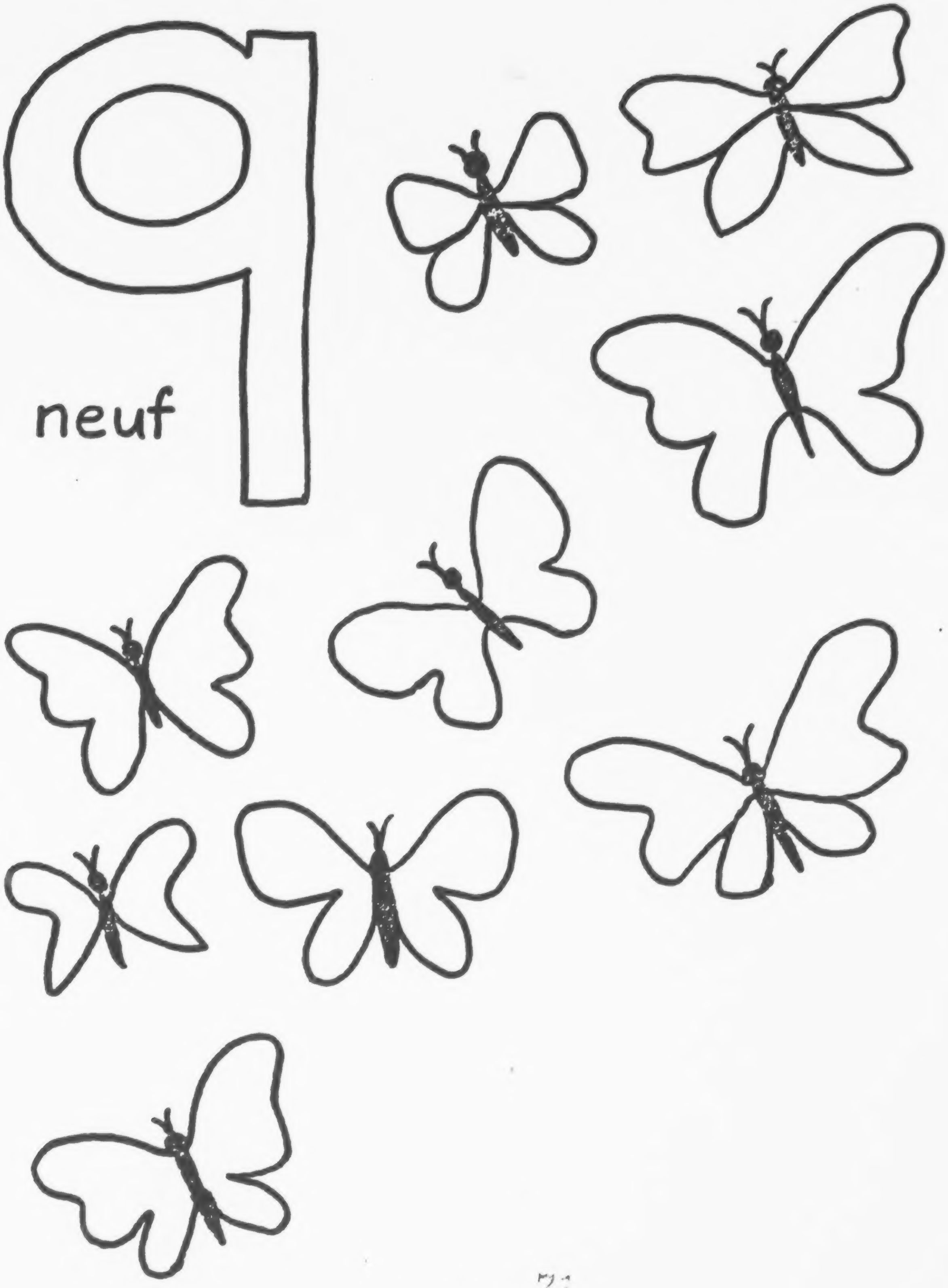


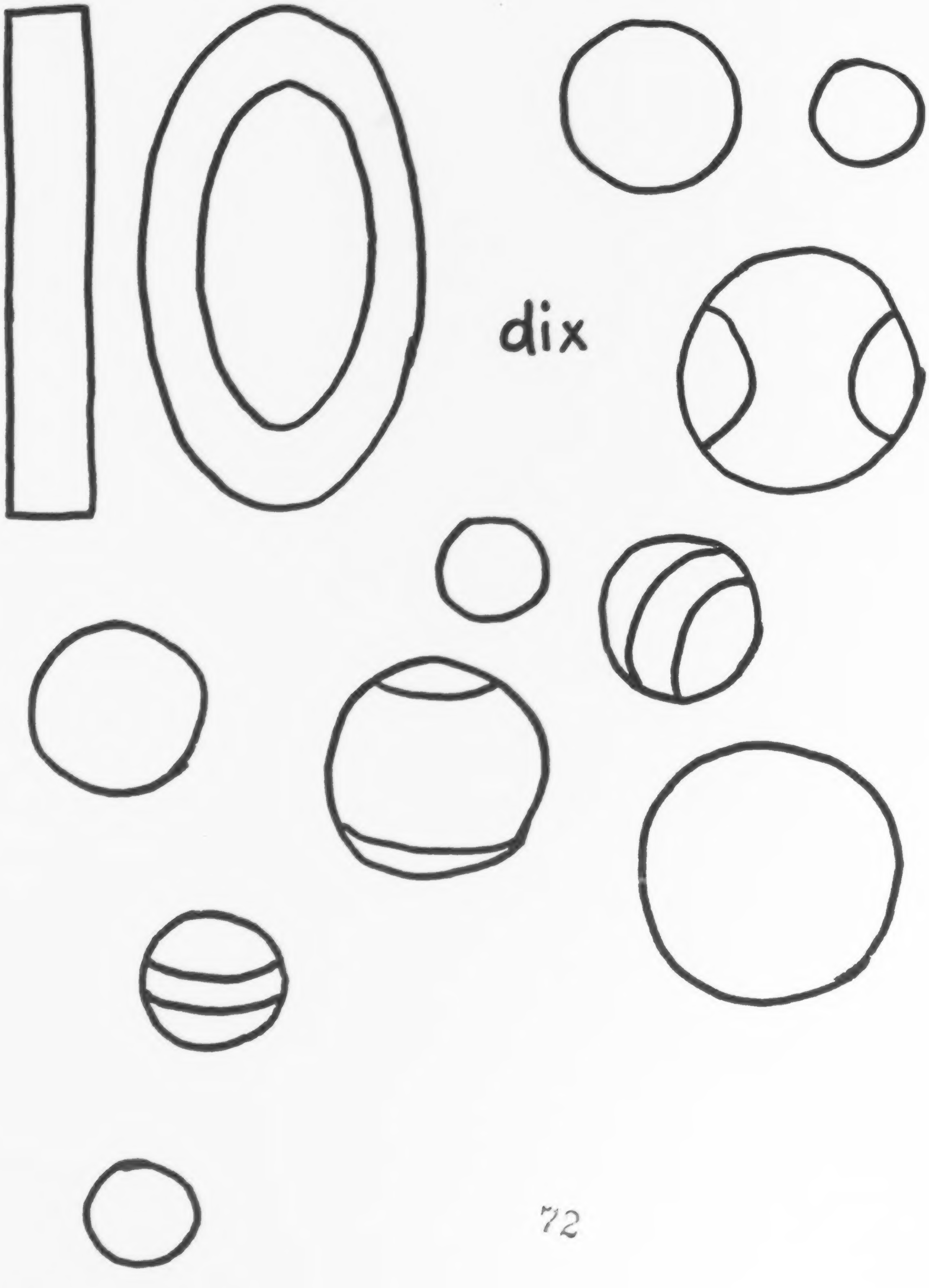

six

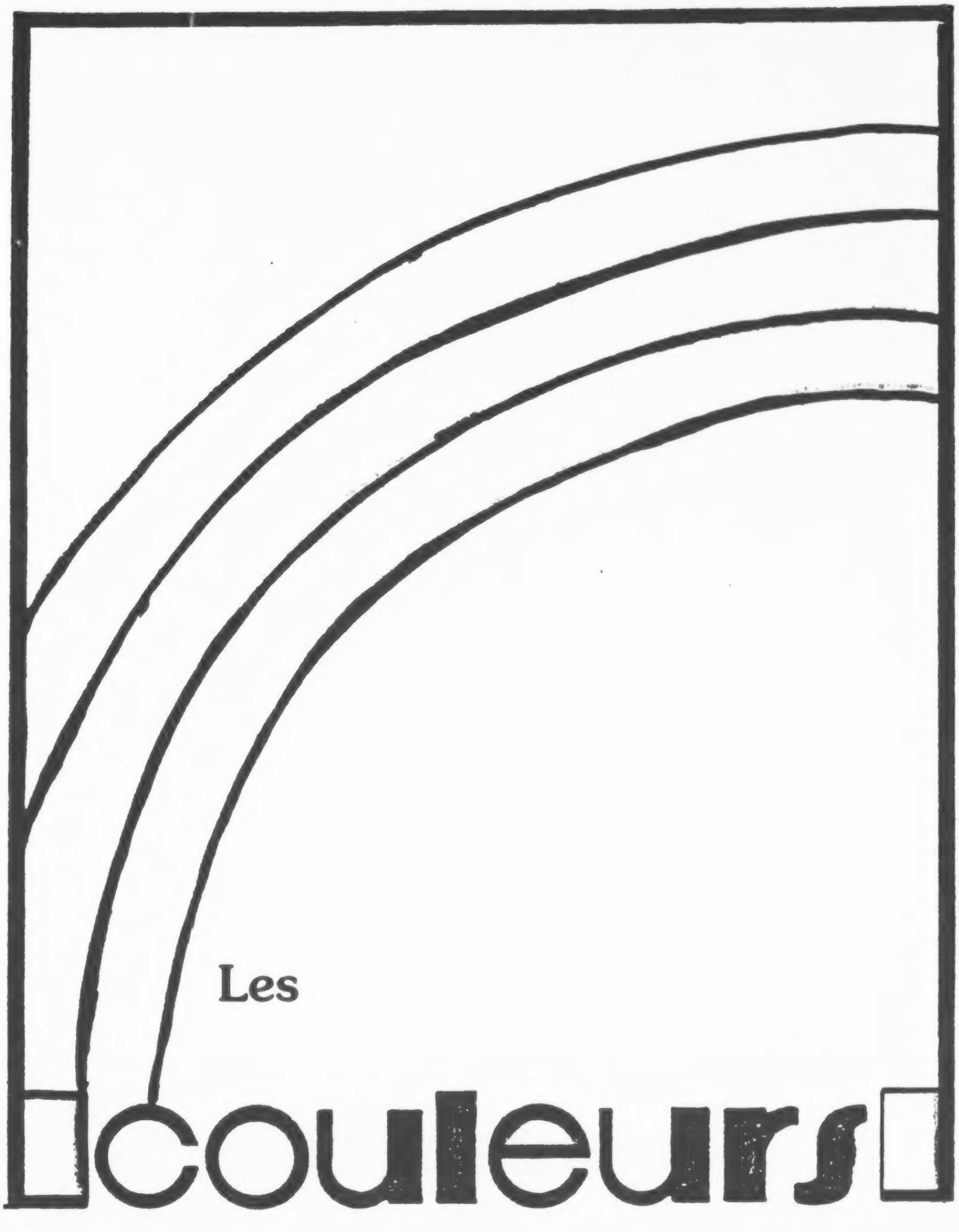


sept


8
huit


9
neuf


10
dix



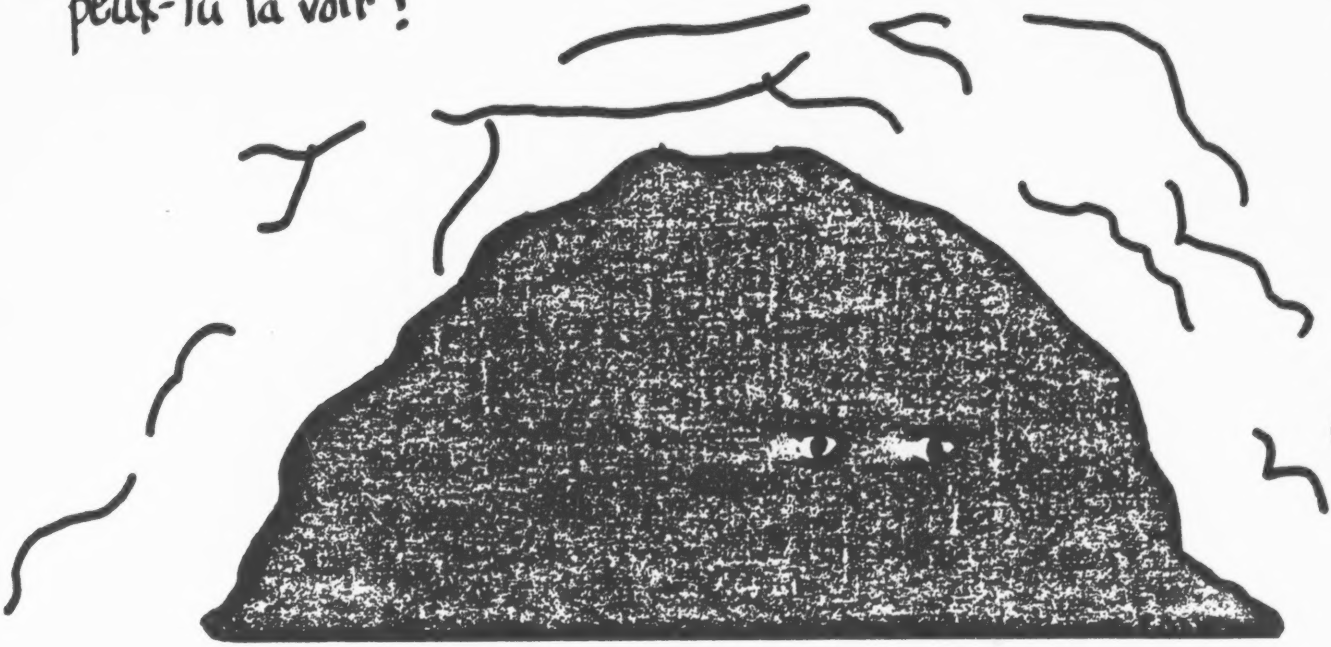
Les couleurs

M et 1e ANNÉE

A. COMPTINES

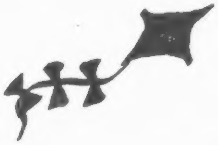
1. La Bête

Il fait noir
la bête est noire
peux-tu la voir ?



2. Rouge

Rouge, c'est plus beau que jaune
Rouge, c'est une rose toute belle
Rouge, c'est un cerf-volant dans le ciel.



CHANSONS

To assist you in teaching this song, colour "La Toupie" on page 68 and use as a flashcard.

1. Les cinq couleurs (Tune: London Bridge) 📼

Bleu, orange, brun, vert et rouge
Vert et rouge, vert et rouge
Bleu, orange, brun, vert et rouge
Voilà cinq couleurs.

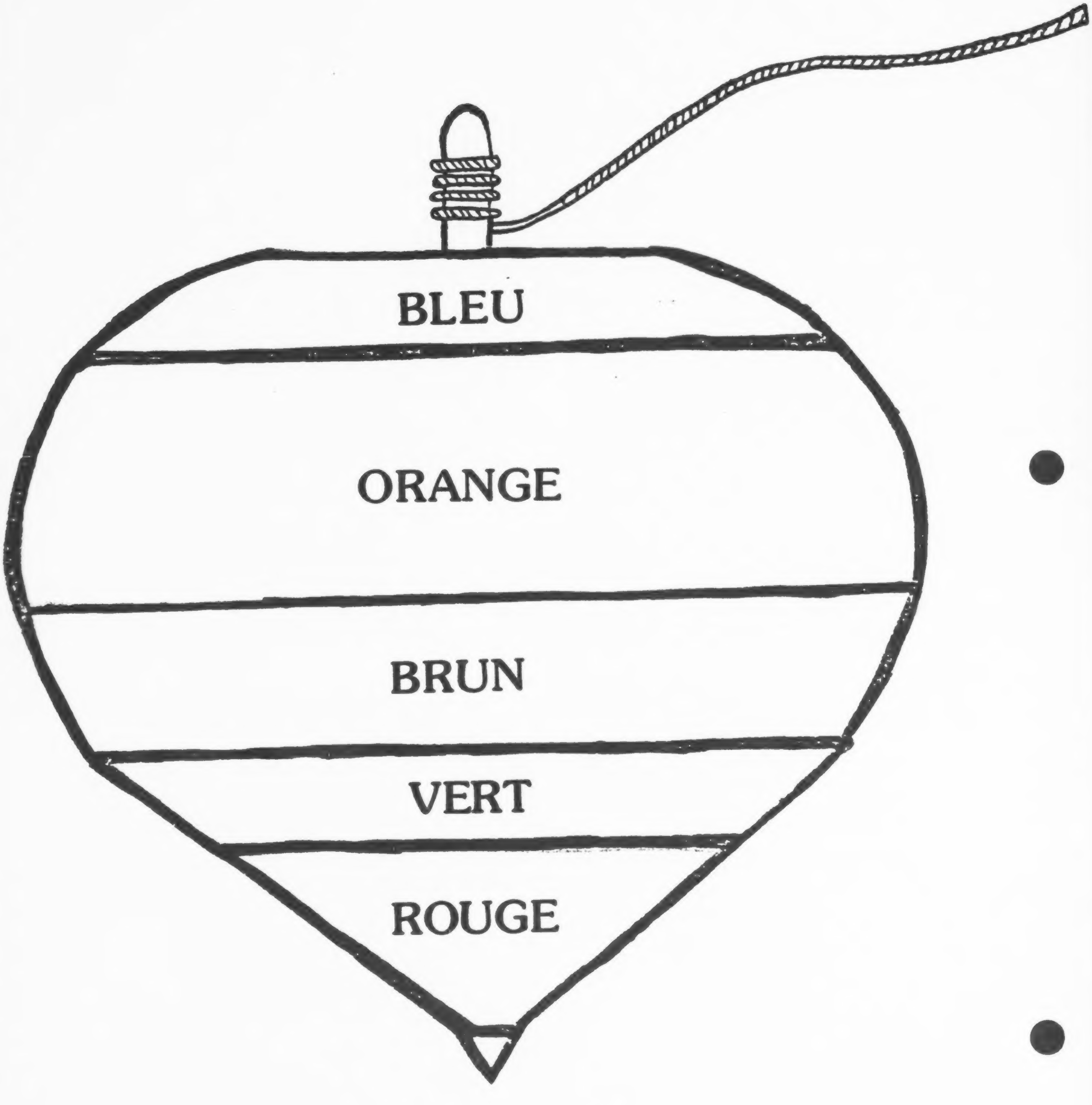
2. Toutes les couleurs (Tune: Yanky Doodle) 📼

Il y a beaucoup de couleurs dans mon grand chapeau,
Rouge et vert et jaune et blanc
Oh, comme il est beau.

J'ai beaucoup de crayons de toutes les couleurs,
Bleu et noir, orange et brun
Pour mes frêres et soeurs.

ACTIVITÉS

1. LA TOUPIE


BLEU
ORANGE
BRUN
VERT
ROUGE

Listening exercise: The teacher says the number and colour aloud in random order. The students colour the circles. In correcting this, use structures: "Numéro 1, c'est quelle couleur? The children answer: "C'est jaune".

2. Couleurs

Legend:

1 = jaune

2 = orange

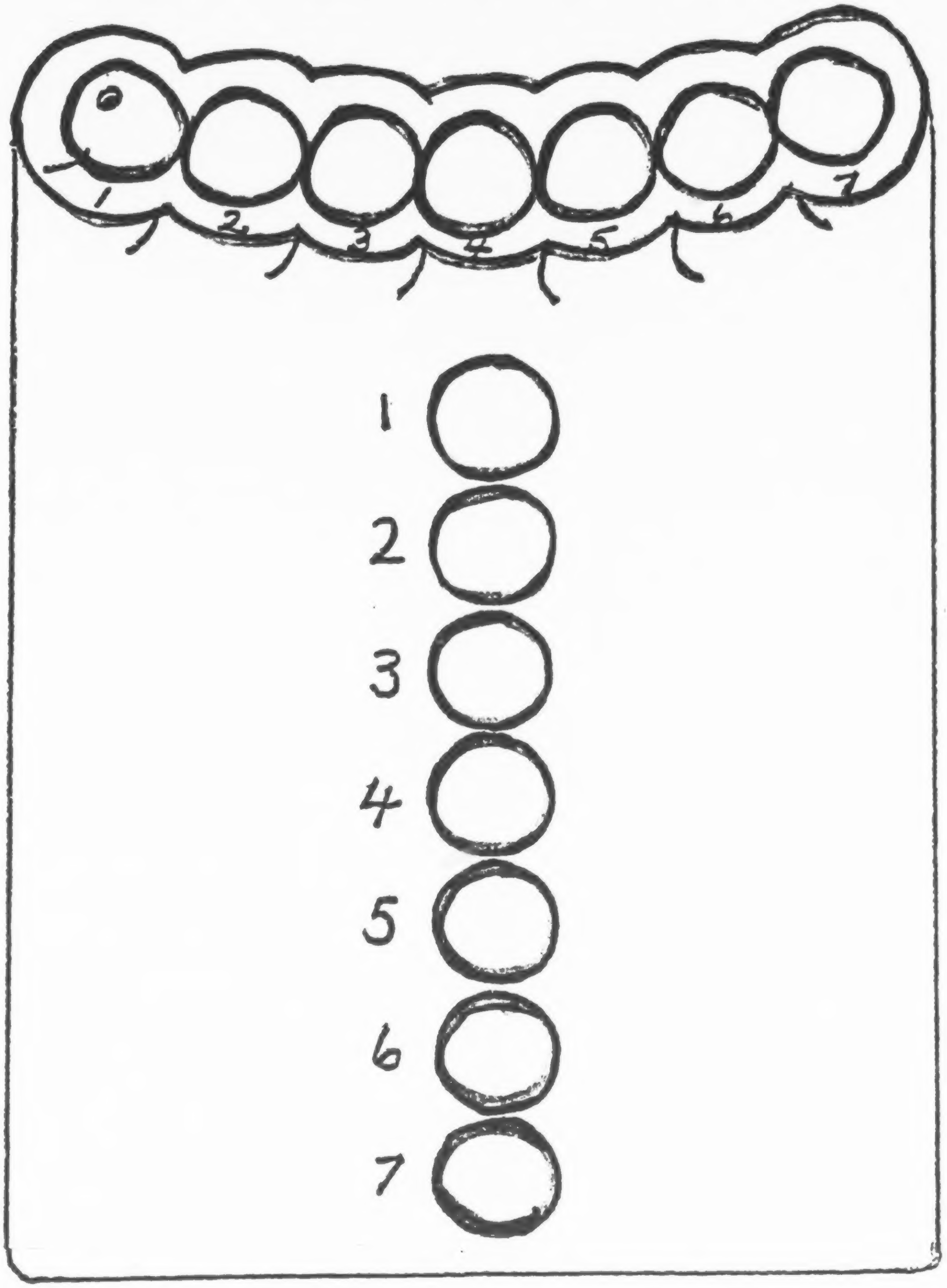
3 = rouge

4 = vert

5 = bleu

6 = brun

7 = noir



Nom : ____________________

OCTOBRE

Note to teacher:

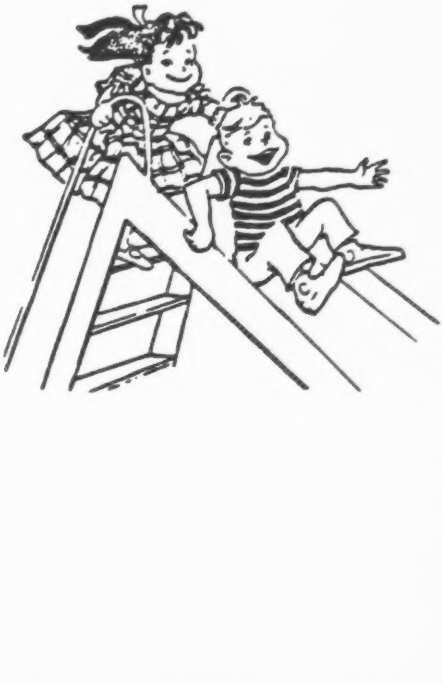
You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

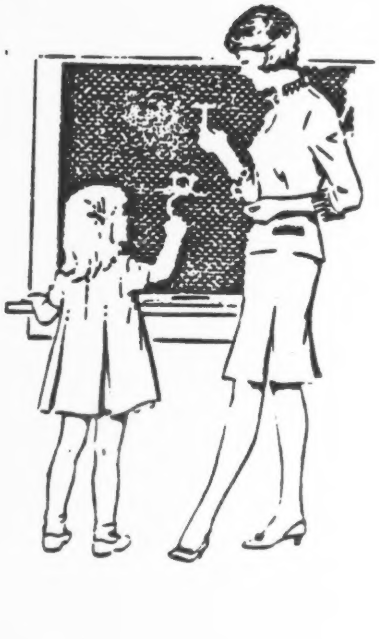
Les thèmes:

1. La salle de classe
2. Les fruits et les légumes
3. L'Action de Grâces
4. L'automne
5. L'Hallowe'en

La Salle

de Classe





COMPTINE

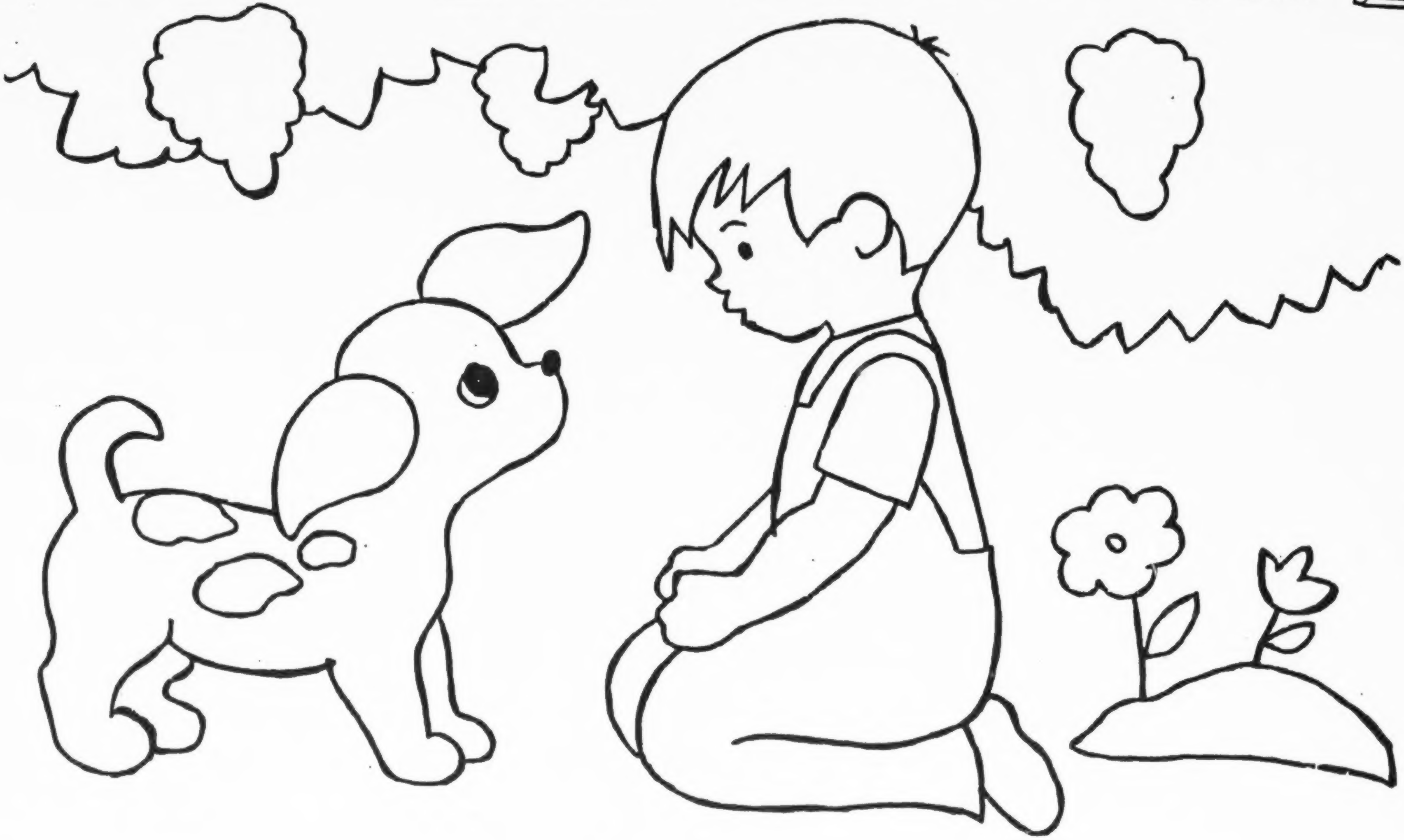
Children can do actions while they are reciting.

1. L'école

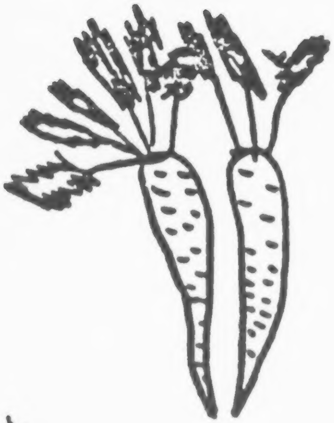
Marchez, marchez
Garçons et filles
Marchez, marchez
Vite à l'école.

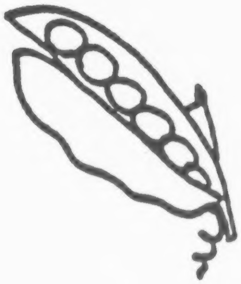
Courez, courez
Garçons et filles
Courez, courez
Vite à l'école.

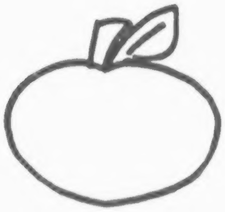
Robert va à l'école (Tune: Twinkle Twinkle Litte Star) B. Chanson

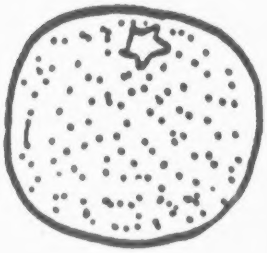


Voici le garçon Robert,
Qui va à l'école St. Pierre.
Avec son petit chien Fido,
Qui est brun, mignon et beau.
Marche, marche, marche bien,
Avec ton petit copain.







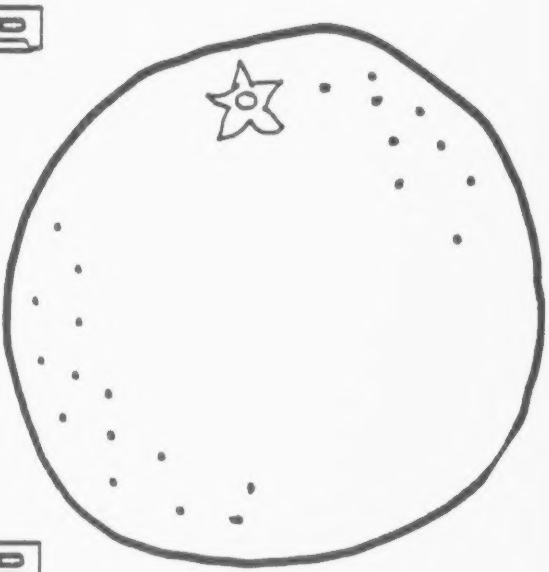


LES FRUITS
ET
LES LÉGUMES

M et 1e ANNÉE

The illustrated chart of this first comptine can be found at the DREF. Ask for "Les comptines de Sablier" charts.

COMPTINES



1. Un petit bonhomme

   Un petit bonhomme
   Assis sur une pomme
   La pomme dégringole
   Le bonhomme s'envole
   Sur le toit de l'école.

2. L'orange

   J'ai une orange
   Et je la mange.
   Quel fruit délicieux!
   J'en veux deux.

CHANSON

Savez-vous faire la soupe

(Tune: Savez-vous planter des choux)

Refrain: Savez-vous faire de la soupe
À la mode, à la mode
Savez-vous faire de la soupe
À la mode de chez nous?

1. On y met de grosses carottes
   Des carottes, des carottes
   On y met de grosses carottes
   À la mode de chez nous.

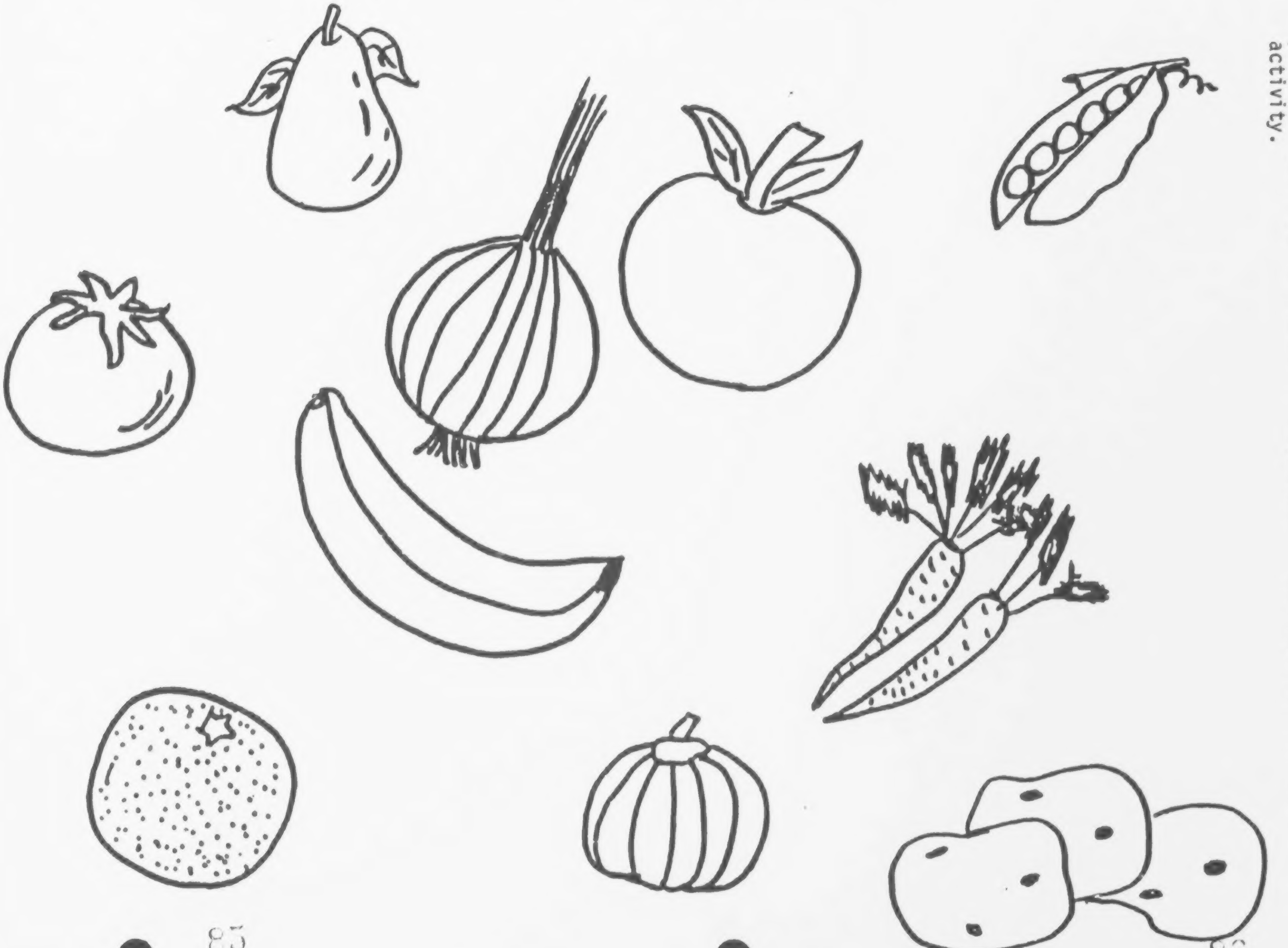
2. Continue changing vegetable each time

   i.e.: de gros oignons
   de belles tomates
   de petits pois
   de la citrouille
   etc.

ACTIVITÉ

To be coloured and cut out by the teacher along with any colourful pictures that can be found in magazines. See page 77 for the activity.

Fruits ou Légumes ??



The teacher makes a chart like this sheet. Students are divided into 2 teams. Each student has a cutout of a fruit or a vegetable (or picks one from a paper bag).

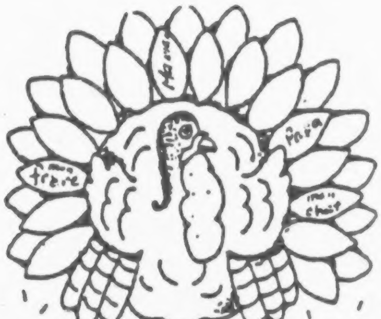
He/she must name it using the structure "C'est —— or "Ce sont ——" and then tape or pin it in the correct caterogy. The team receives 10 points for both correct statement and placement, 5 points if only one is correct.

FRUITS	**LÉGUMES**

L'ACTION

DE

GRÂCE


Maman
Papa
mon frère
mon chat

M et 1e ANNÉE

COMPTINE

1. Merci

Merci pour le monde si beau,
Merci pour les beaux oiseaux,
Merci pour mes bons amis,
Je les aime, ils sont gentils.

CHANSON

Merci, grand merci

(Tune: hullaby + good night)

Merci, grand merci
Pour papa, maman,
Merci, grand merci
Pour les très bons fruits
La la la la la la la la
La la la la la la la la
Merci, grand merci!

L'AUTOMNE

M et 1^e ANNÉE

COMPTINES

1. C'est l'automne

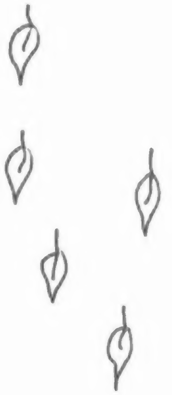
C'est l'automne petit garçon
Il fait froid, mets ton veston
Tous les jours
A l'école cours!
Lundi, mardi, mercredi
Jeudi et puis vendredi.

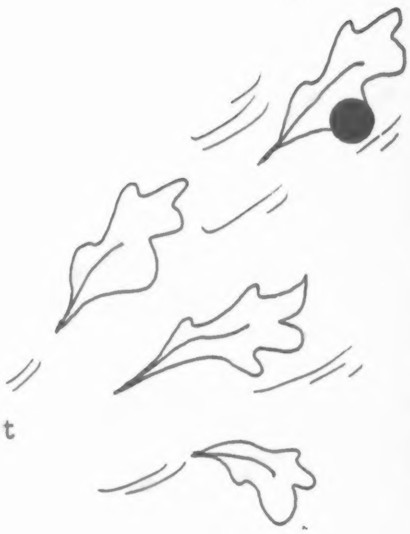
2. Les feuilles

(Students may perform the actions while the "comptine" is being recited).

Je regarde les feuilles rouges

Elles t
o
m
b
e
n
t

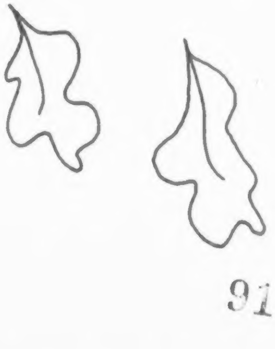




Je regarde les feuilles jaunes
Elles v o l e n t

Je regarde les feuilles brunes

Elles d a n s e n t



CHANSONS

Les feuilles tombent (Tune: Yankee Doodle)

Les feuilles rouges et les feuilles jaunes
Tombent, tombent, tombent
Toutes les petites feuilles sont là
Brunes, et rouges et jaunes.

JEU

CHERCHEZ LA COULEUR

Game designed to reinforce colour comprehension.

Materials needed: leaves cut out of coloured construction paper.

Spread a dozen or so leaves (made of construction paper) of various colors in the centre of a circle. When music plays the pupils walk in a circle. As the music stops, they must put a foot on a colored leaf. (Two pupils may share the same leaf.) When the teacher names a color, the pupils touching that particular colored leaf are eleminated from the game. Then the music starts again. (This game may be used for fruits, vegetables, numbers, etc...)

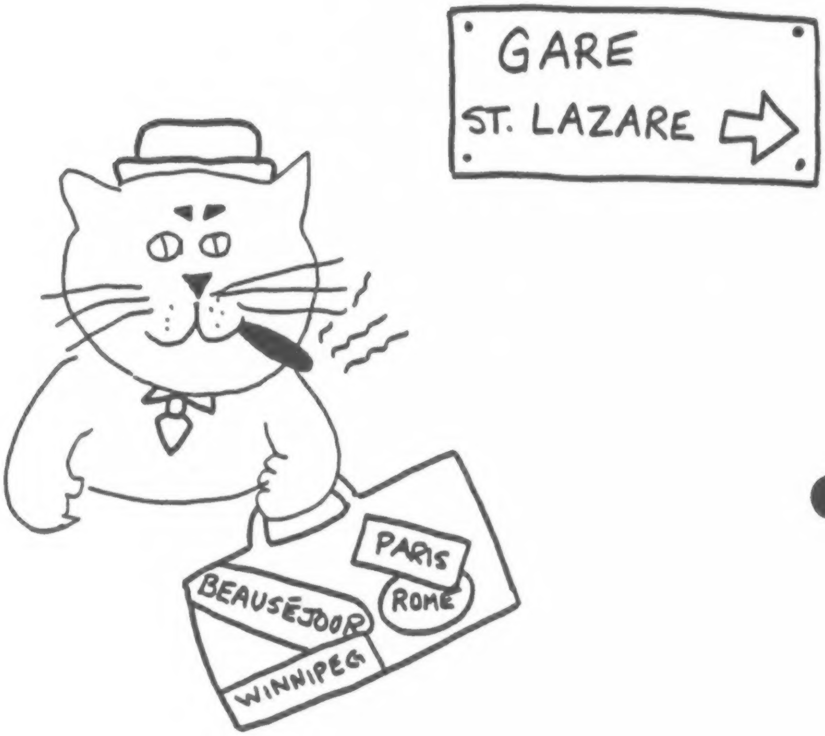
L’HALLOWE’EN !

M et 1e ANNÉE

COMPTINE

Le petit chat noir

Le petit chat noir
Fume le cigare
Dans la gare
Saint-Lazare


GARE
ST. LAZARE
PARIS
ROME
BEAUSÉJOUR
WINNIPEG

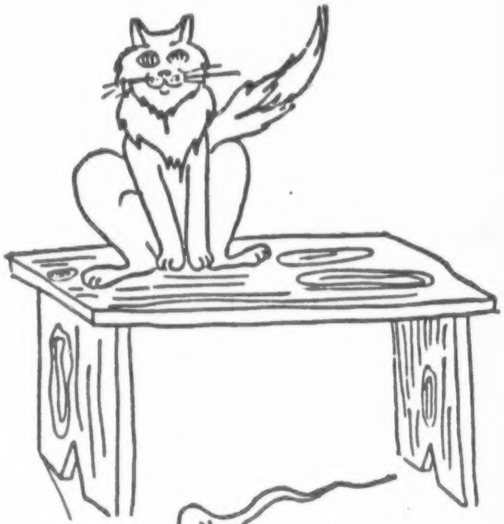
(See page 87 for the visual aid of a "chat noir")

CHANSONS

1. Monsieur Lutin

(Tune: Frère Jacques)

Monsieur Lutin (2)
Sortez vite (2)
Ramassez des bonbons (2)
Tous pour nous (2)



2. Le chat noir

(Tune: London Bridge is Falling Down)

(see page 87 for the visual aid)

Le chat noir est sur mon banc,
sur mon banc, sur mon banc,
Le chat noir est sur mon banc,
Voilà mon chat noir.

3. Qui a peur de la sorcière?

(Tune: Who's Afraid of the Big Bad Wolf)

Qui a peur de la sorcière?
De la sorcière (2)
Qui a peur de la sorcière?
Non, ce n'est pas moi.

Chanson

4. La sorcière dans le cercle

(Tune: The Farmer in the Dell)

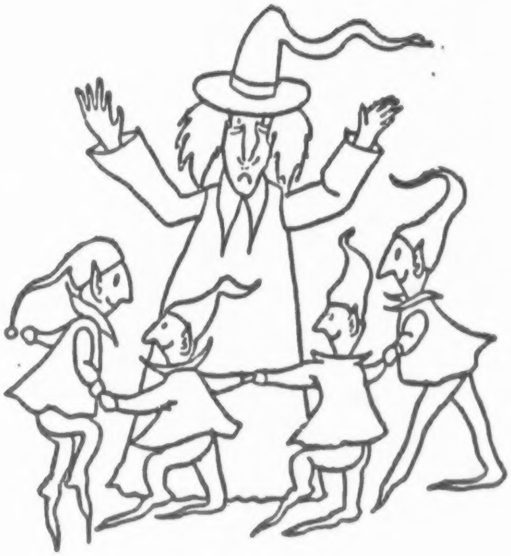
La sorcière dans le cercle (2)
Hourra pour l'Hallowe'en
La sorcière dans le cercle.

La sorcière prend le chat (2)
Hourra pour l'Hallowe'en
La sorcière prend le chat.

Le chat prend la souris (2)
Hourra pour l'Hallowe'en
Le chat prend la souris.

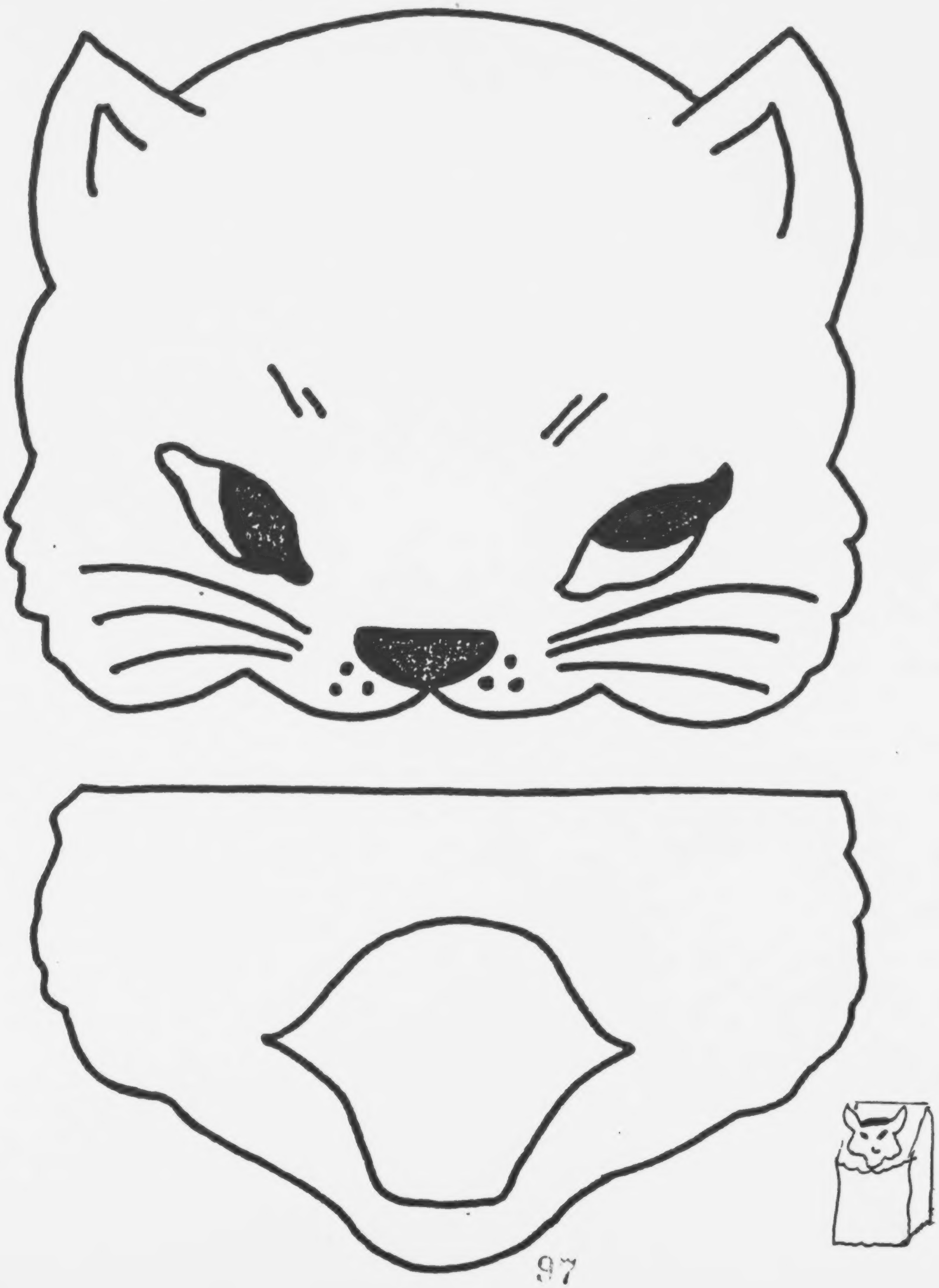
La souris mange le fromage (2)
Hourra pour l'Hallowe'en
La souris mange le fromage.

Le fromage est délicieux (2)
Hourra pour l'Hallowe'en
Le fromage est délicieux.



ACTIVITÉ

This paper bag puppet may be used as a visual aid for the comptine on p. 84 or the song on p. 85



JEU

Bonjour Detective:

No material required

One student is selected by the teacher to come to the board. He faces the board, hiding his face.

Another student is selected by the teacher and says: "Bonjour, ________." The student at the board turns around and tries to guess who said "bonjour" by asking: "C'est ________?" or "Est-ce que c'est ________?" He has only three tries.

If the answer is in the negative the teacher replies: "Non, ce n'est pas ____________." When the student guesses correctly the class replies: "Oui, c'est ________".

If the student guesses in three tries then he stays at the board. Otherwise, the student who said "Bonjour" goes to the board and the other sits down.

To avoid confusion, do not allow the children to move around in the classroom. Do not allow children to change voices (although they may speak loudly or softly) as this very often creates pronunciation problems.

NOVEMBRE

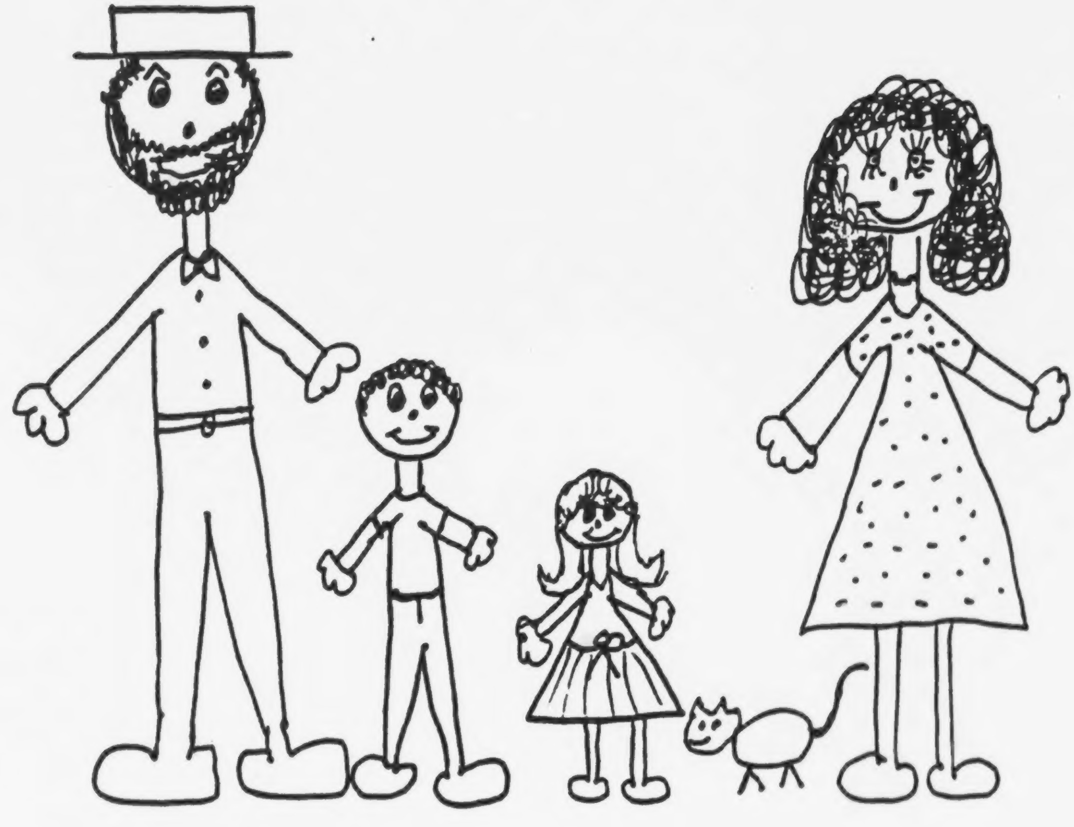
Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. La famille
2. Les animaux favoris
3. Le jour du souvenir
4. Les parties du corps
5. Les vêtements

LA FAMILLE



M et 1^{e} ANNÉE

COMPTINE

1. Oũ est Papa?

En haut, en bas,
Oũ est Papa?
Dans la cuisine si belle
Que fait Papa? Que fait Papa?
Il lave la vaiselle.

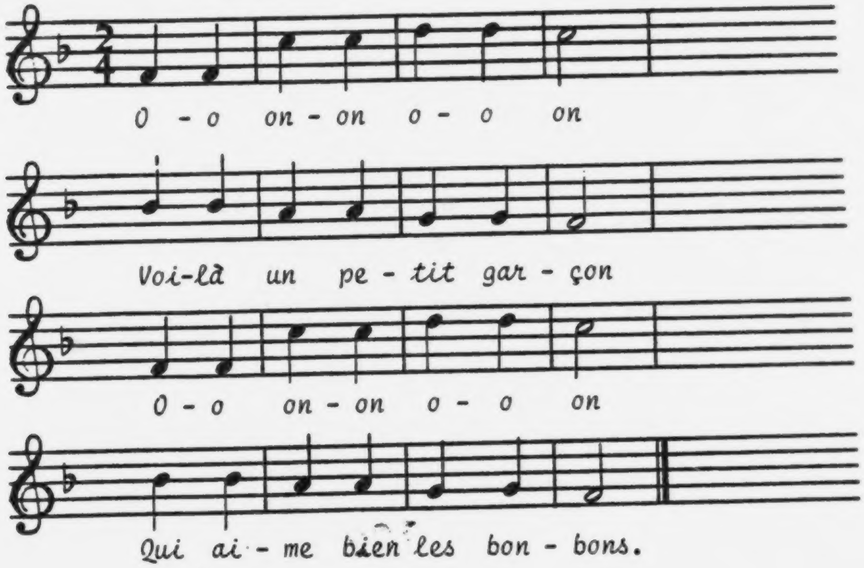
En haut, en bas,
Oũ est Maman?
Dans le salon si beau.
Que fait Maman? Que fait Maman?
Elle fait un gros dodo.

CHANSONS

1. Ma famille (Air: Jingle Bells)

Ma famille, c'est papa,
Maman et bébé;
C'est mon frère, ma soeur et moi;
Ça c'est ma famille. Voilã!

2. Un petit garçon (Air: "Twinkle, Twinkle, Little Star)


O - o on - on o - o on
Voi-là un pe - tit gar - çon
O - o on - on o - o on
Qui ai - me bien les bon - bons.

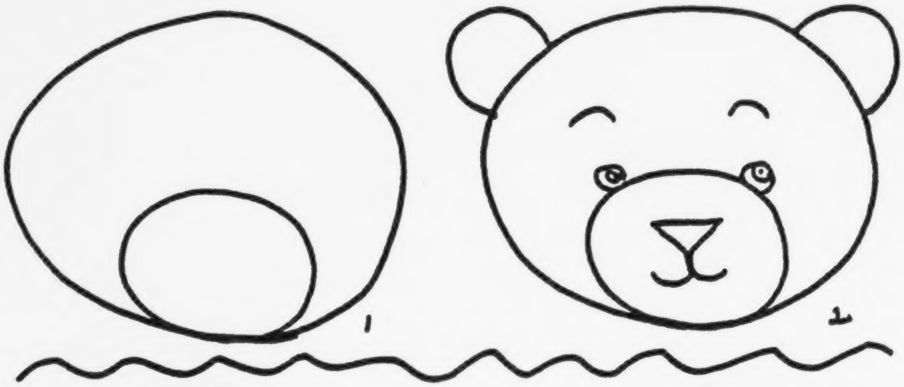
ACTIVITÉ

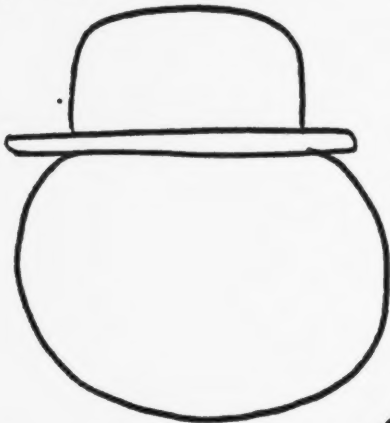
This is a listening-comprehension activity. Each student has a paper, and the teacher gives simple directions in French.

The structures practiced are: Dessinez les yeux
le nez
la bouche
les oreilles

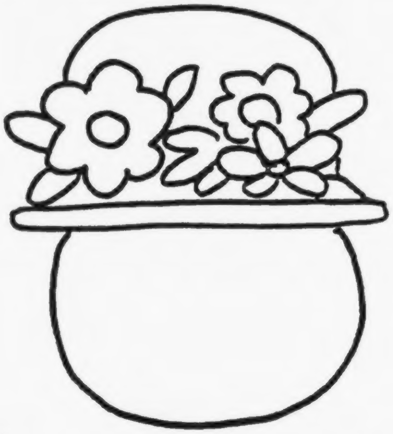
Then the children may colour as they wish.

* The children must be familiar with the body parts before doing this activity.

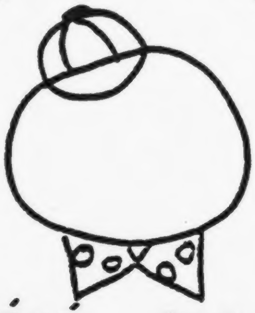




PAPA OURS



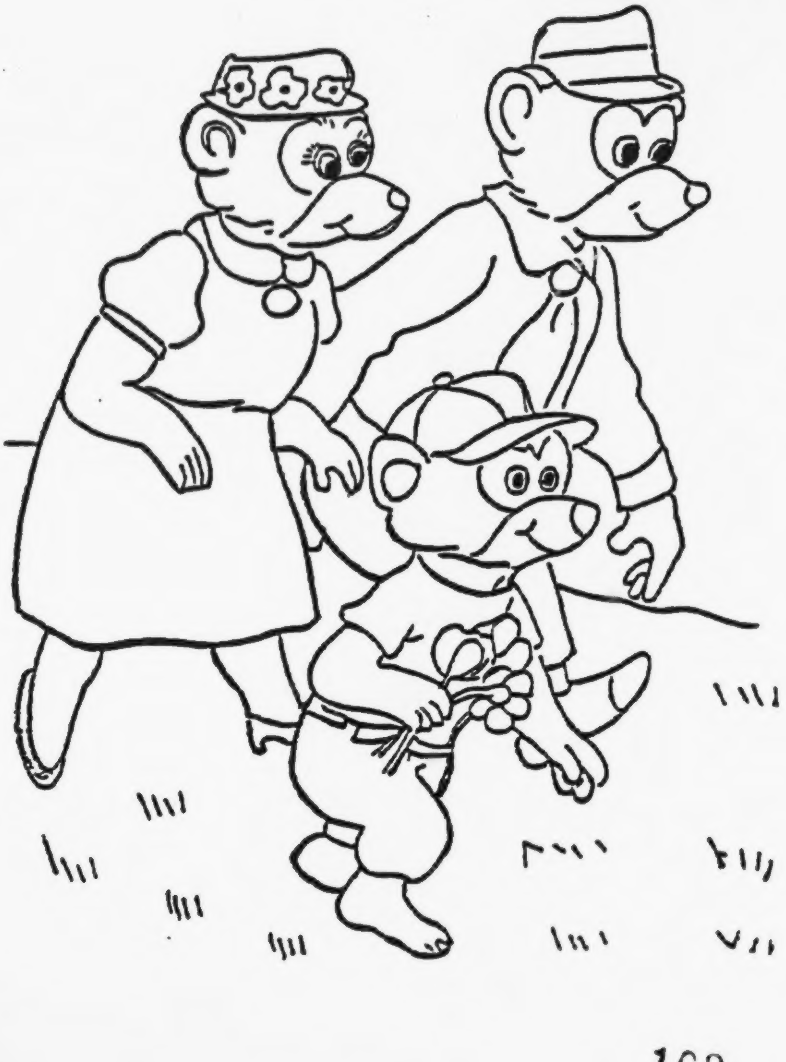
MAMAN OURS



BÉBÉ OURS

CONTE

LES TROIS OURS



Bureau de l'Education française

LES TROIS OURS

The teacher must incorporate many gestures, actions and facial expressions into the presentation to facilate global comprehension of the story.

Voici les trois ours: Papa Ours, Maman Ours et Bébé Ours. (use pp. 96-98)

Les trois ours habitent dans une maison dans la forêt. (p. 99)

Un jour, Maman Ours prépare de la soupe pour la famille (p. 100) Voici un gros bol pour Papa Ours, un bol moyen pour Maman Ours et un petit bol pour Bébé Ours. (p. 101)

Mais la soupe est très, très chaude. Les trois ours font une promenade dans la forêt. (p. 102)

Boucles d'Or arrive à la maison des trois ours (p. 103) Elle frappe à la porte. Toc! Toc! Silence. Boucles d'Or ouvre la porte et entre dans la maison.

Il y a trois bols sur la table (p. 101 or p. 104) Elle goûte la soupe dans le grand bol (p. 104)

"Oh! La soupe est trop chaude". dit-elle.
Elle goûte la soupe dans le bol moyen.
"Oh! la soupe est trop froide". dit-elle.
Puis elle goûte la soupe dans le petit bol.
"Mmm! Délicieux".
Et elle mange toute la soupe.

Dans la maison il y a trois chaises, (p. 105) une grande chaise pour Papa Ours, une chaise moyenne pour Maman Ours et une petite chaise pour Bébé Ours.

Elle s'assied sur la grande chaise de Papa.
"Oh! C'est trop dur!" dit-elle.
Puis elle s'assied sur la chaise moyenne de Maman Ours.
"Oh! C'est trop mou!" dit-elle.
Puis elle s'assied sur la chaise de Bébé Ours.
"Oh! C'est très confortable!" dit-elle.
Mais la chaise se brise (CRAC) et Boucles d'Or tombe par terre. (p. 106)

Boucles d'Or va dans la chambre à coucher (p. 107) Dans la chambre à coucher il y a trois lits, un grand lit pour Papa Ours, un lit moyen pour Maman Ours et un petit lit pour Bébé Ours. Boucles d'Or se couche sur le grand lit.

"Oh! C'est trop dur!" dit-elle.
Puis elle se couche sur le lit moyen.
"Oh! C'est trop mou!" dit-elle.
Puis elle se couche sur le petit lit.
"Oh! C'est très confortable!"

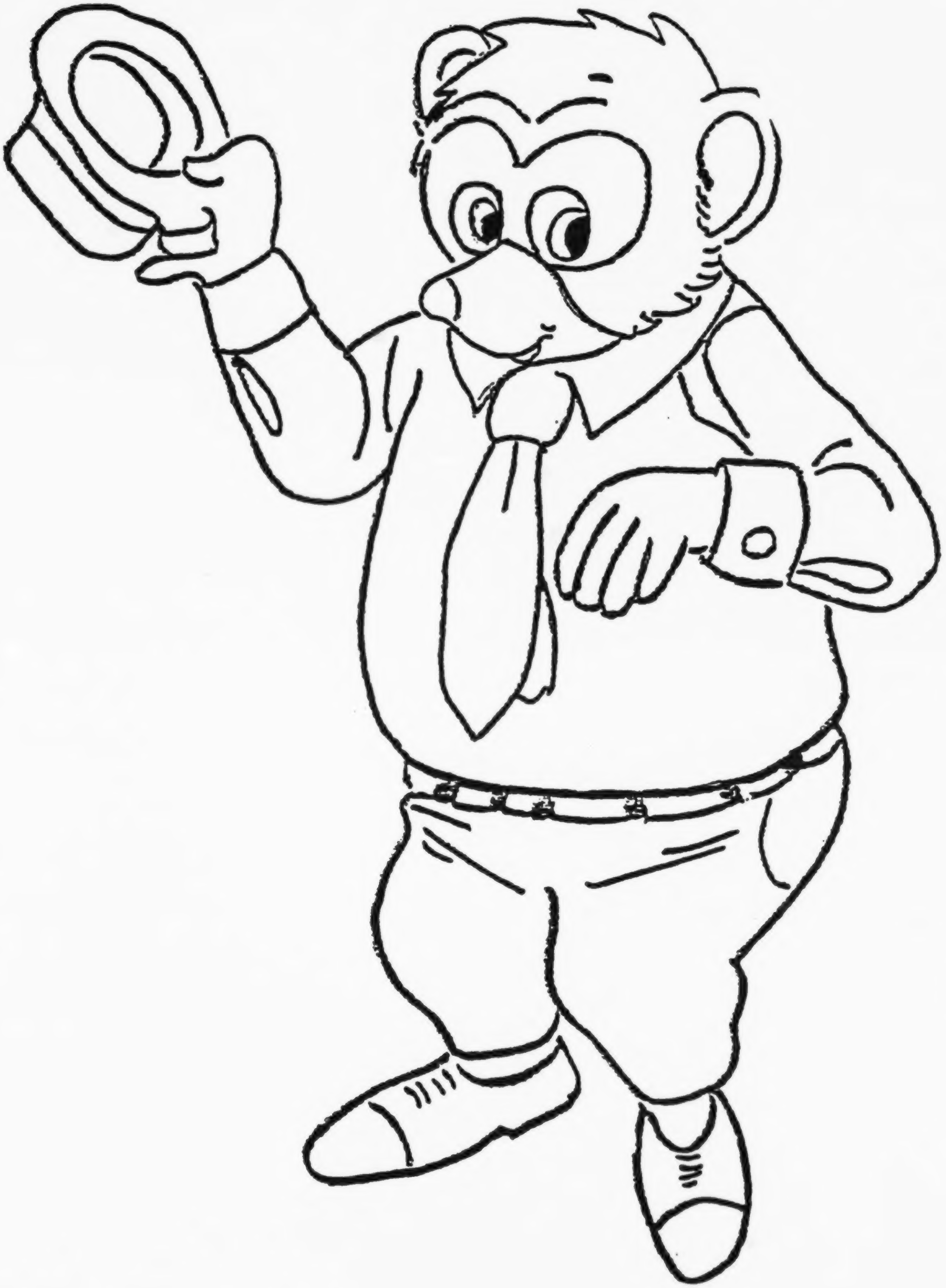
Et elle s'endort. (p. 108)

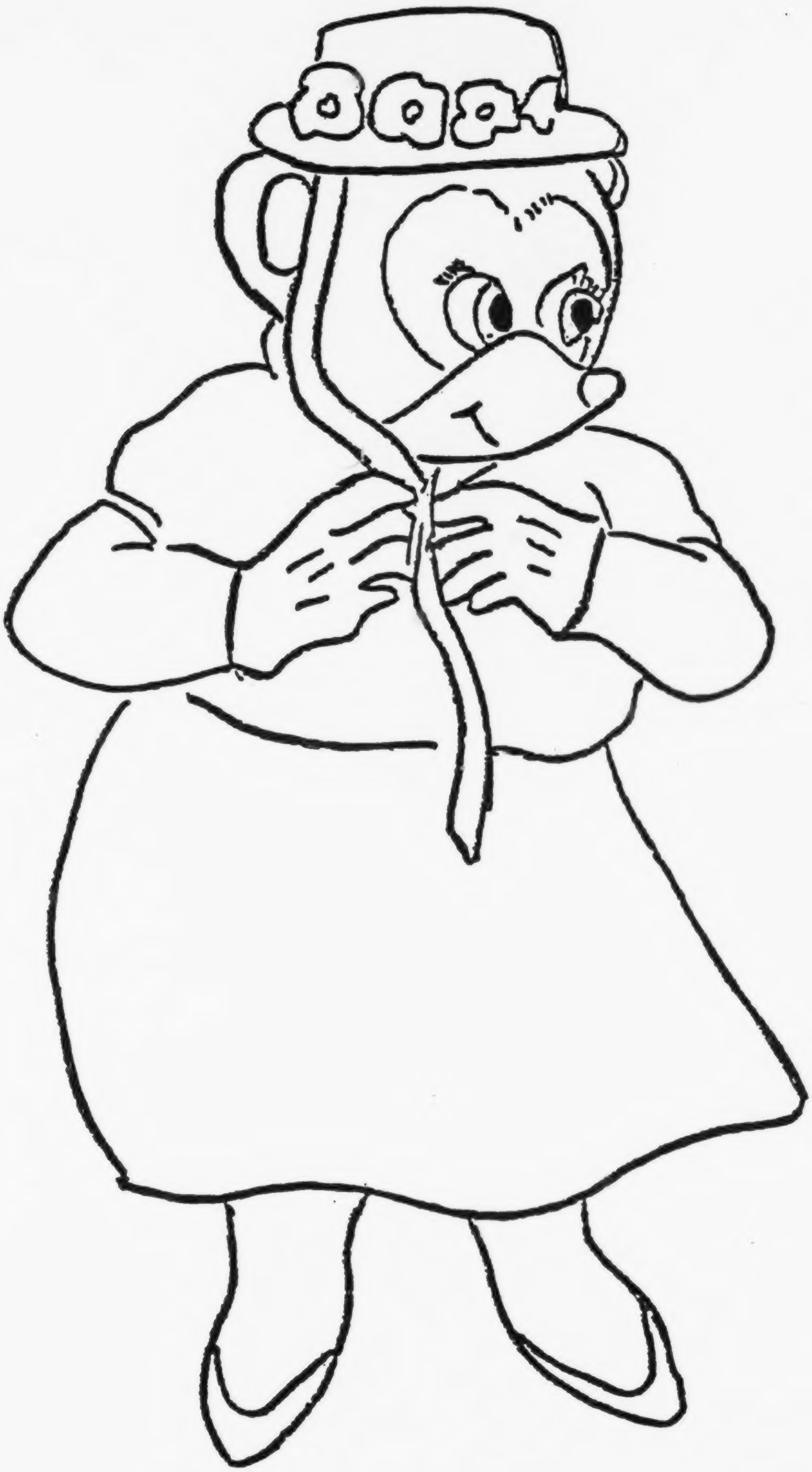
Les trois ours rentrent à la maison. (p. 109) Ils regardent les bols.

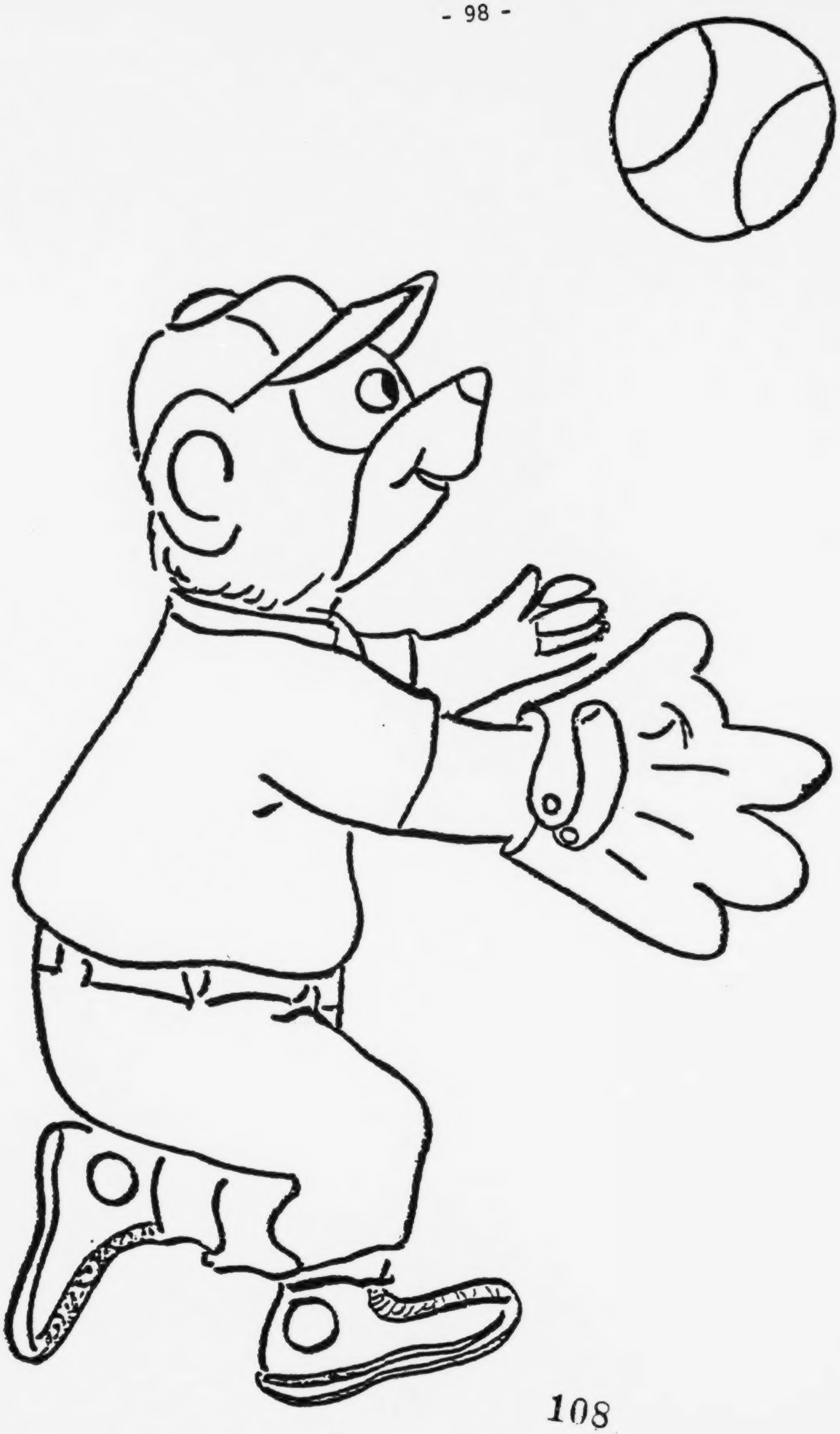
"Qui a goûté ma soupe?" dit Papa ours.
"Qui a goûté ma soupe?" dit Maman Ours.
"Qui a mangé toute toute toute ma soupe?" dit Bébé Ours.
Bébé Ours pleure.
Les trois ours regardent les chaises.
"Qui s'est assis sur ma chaise?" dit Papa Ours.(p. 110)
"Qui s'est assis sur ma chaise?" dit Maman Ours.
"Qui s'est assis sur ma chaise et l'a brisée?" (p. 111)
dit Bébé Ours. Il pleure.
Les trois ours regardent les lits.
"Qui s'est couché sur mon lit?" dit Papa Ours.
"Qui s'est couché sur mon lit?" dit Maman Ours. (p. 112)
"Qui s'est couché sur mon lit?" dit Bébé Ours.
"La voilà! C'est une petite fille." (p. 113)

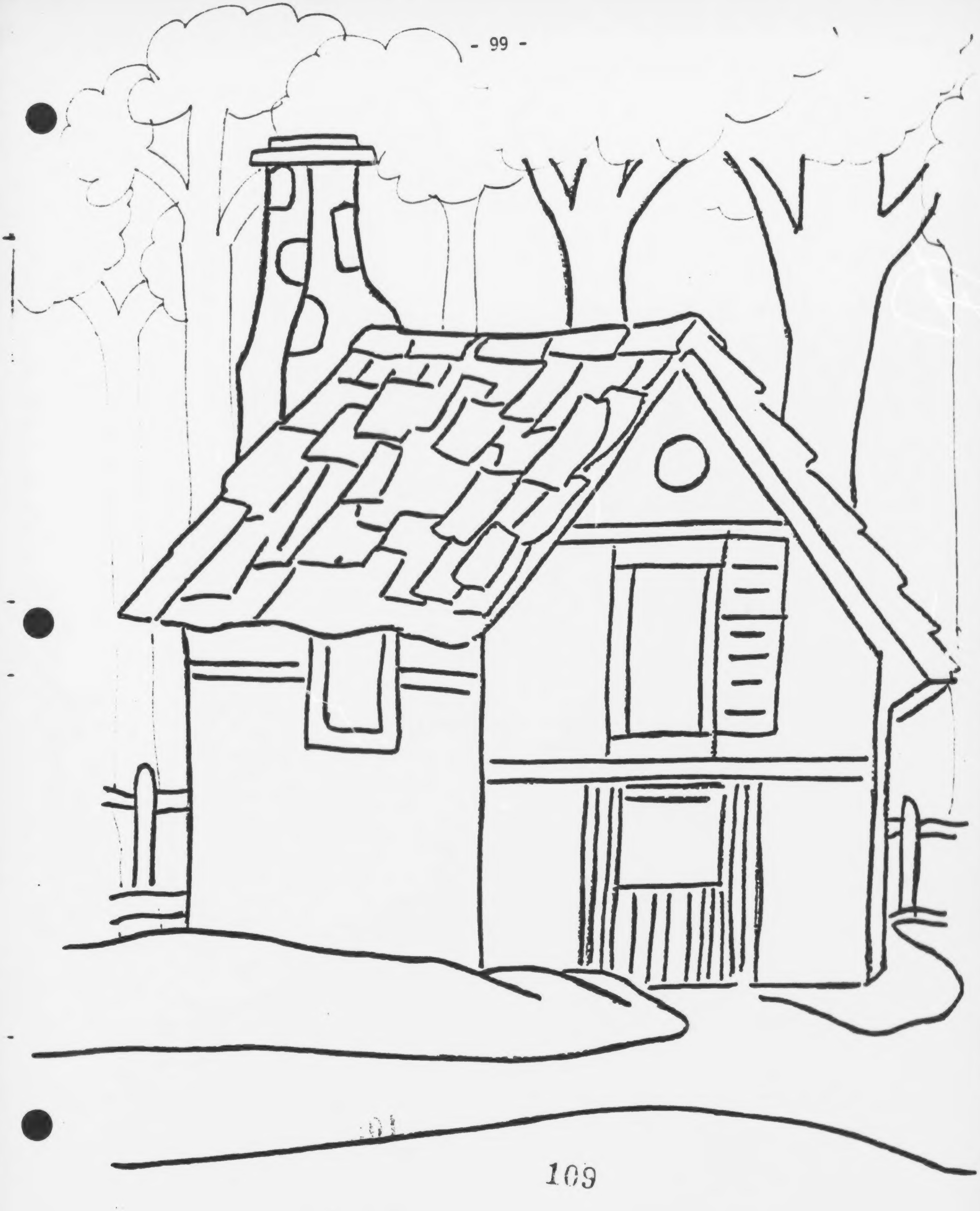
Boucles d'Or se réveille. (p. 114) Elle voit les trois ours. Elle a peur. Elle saute du lit. Elle court dans la forêt. (p. 115)

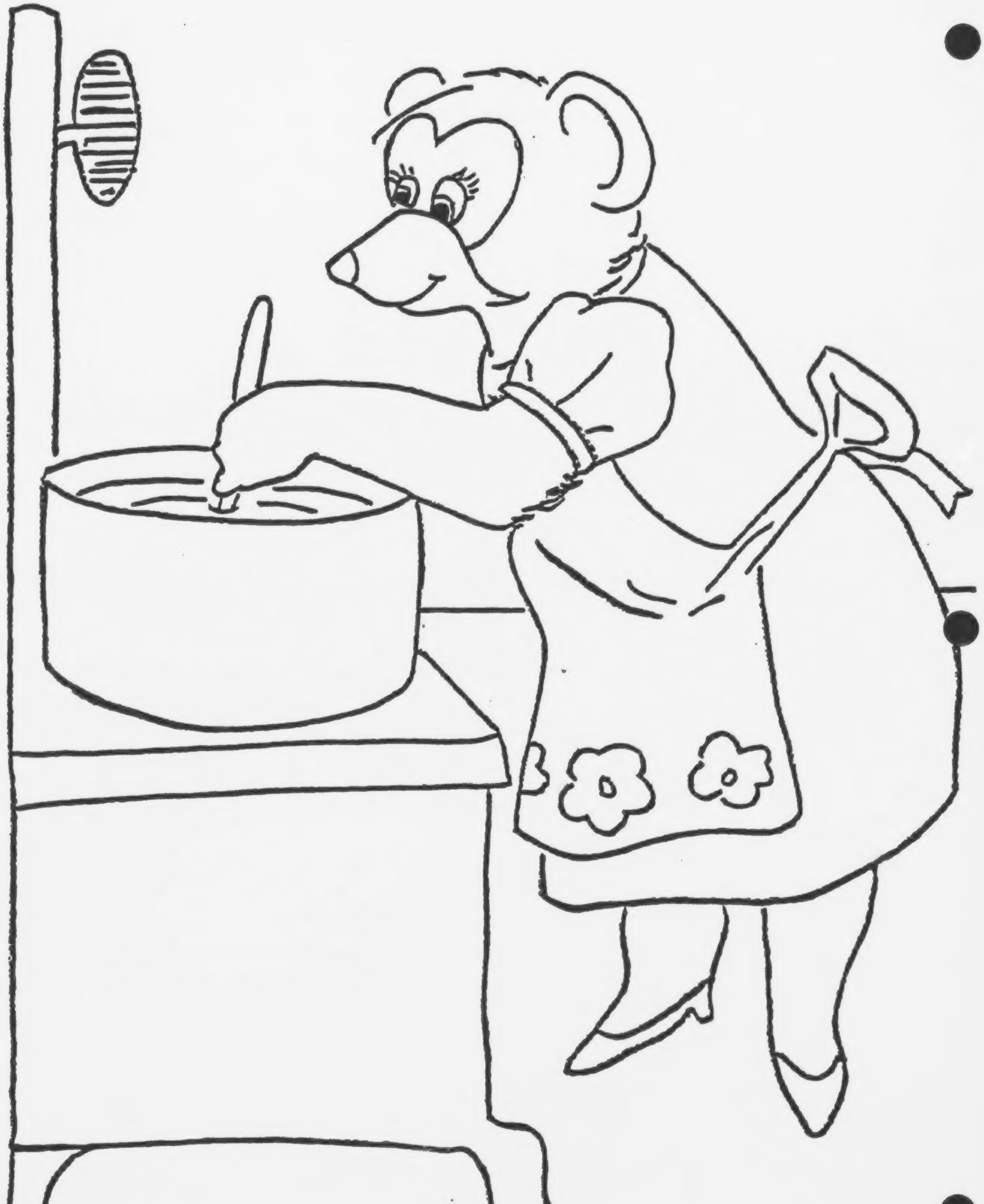
Maman Ours fait encore de la soupe pour Bébé Ours. (p.100)Il est très content.

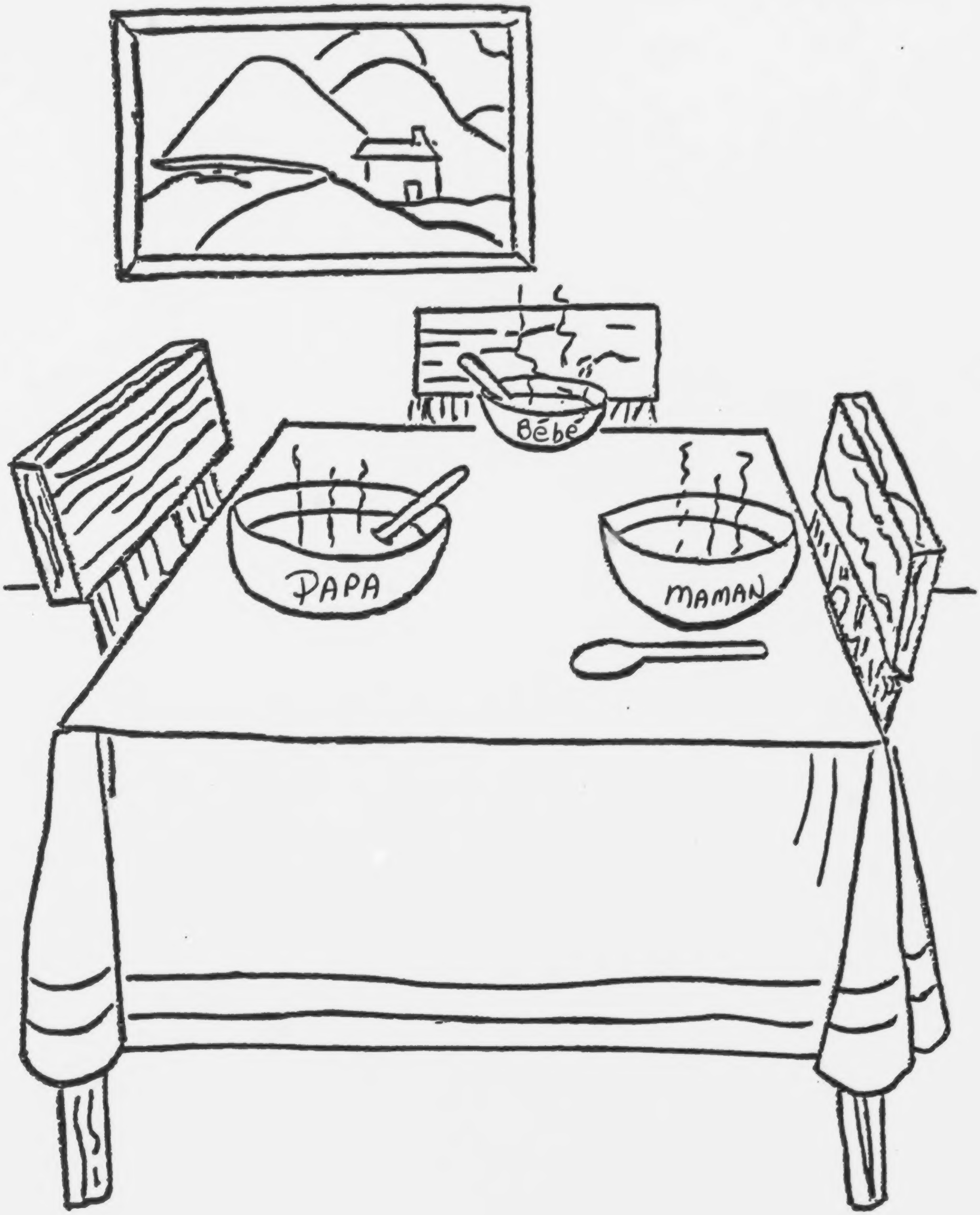


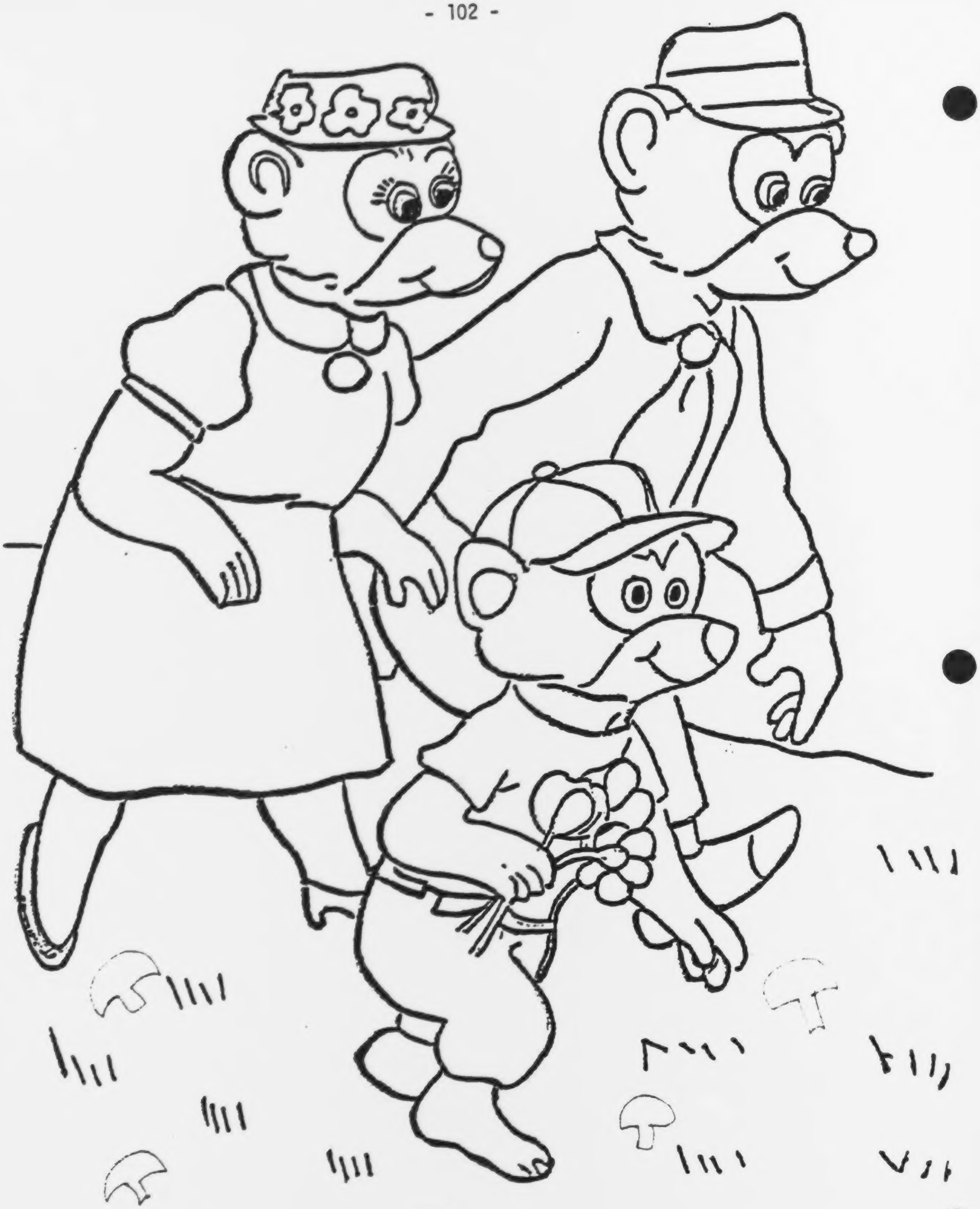


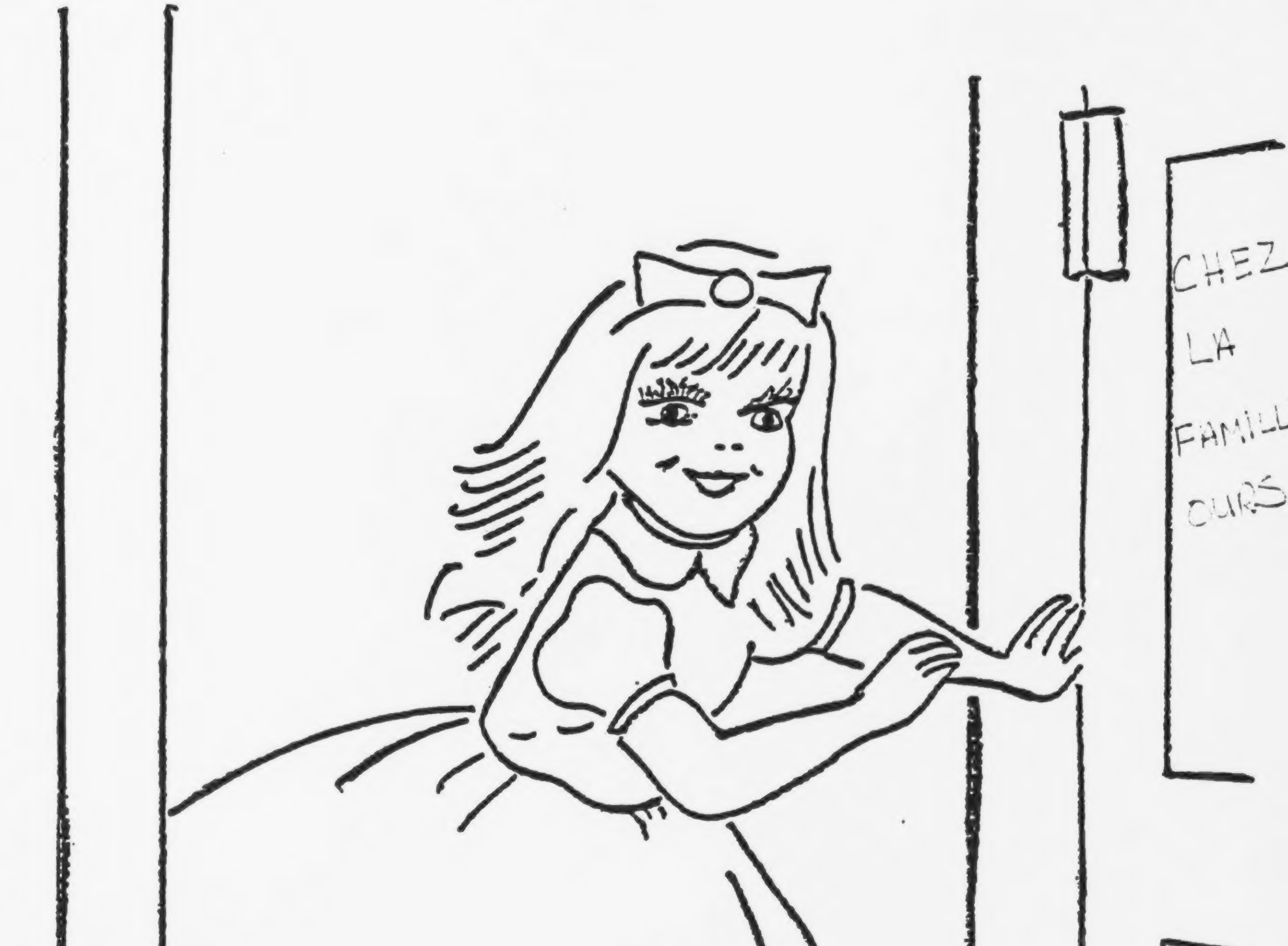


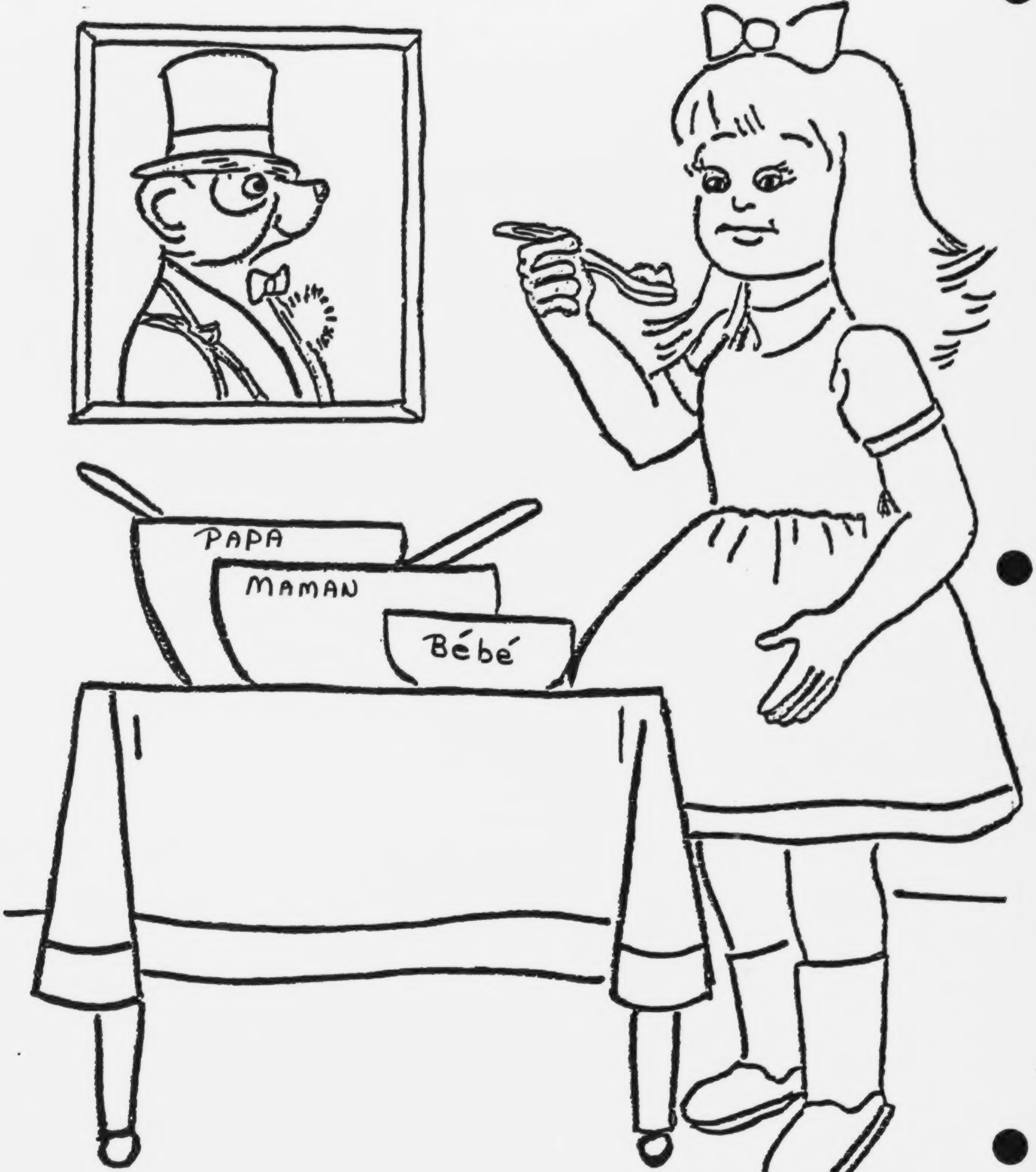


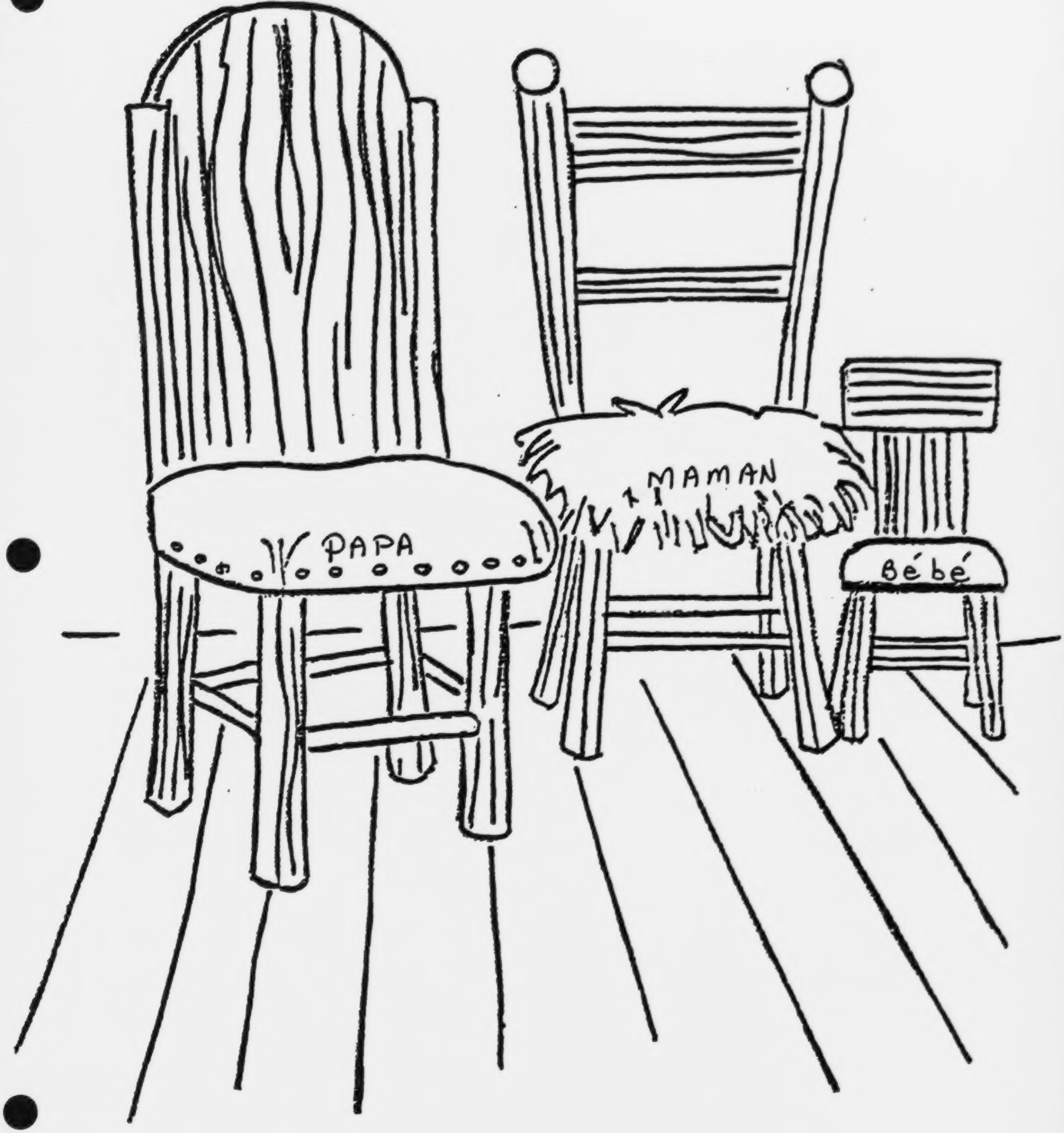


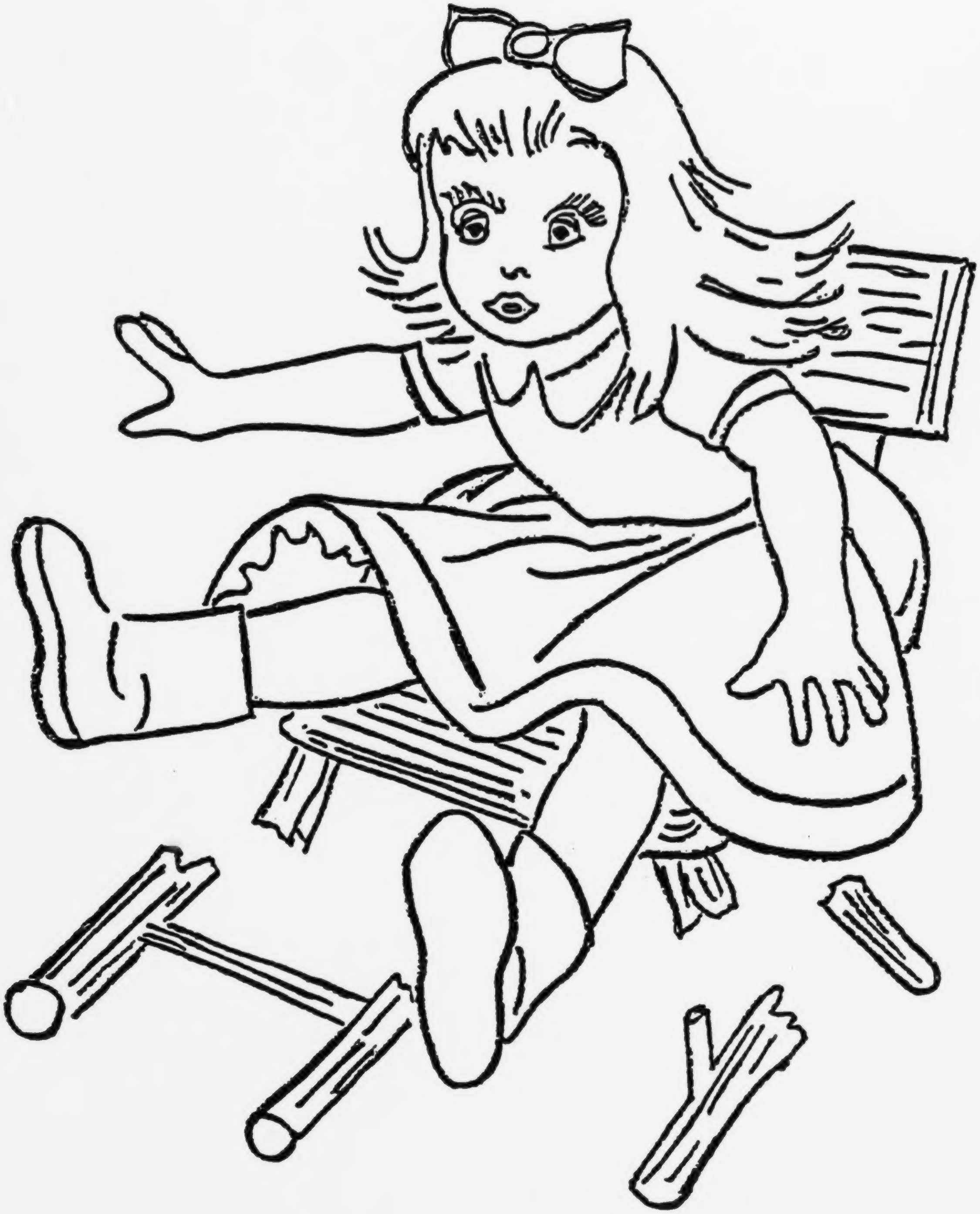

Bébé
PAPA
MAMAN

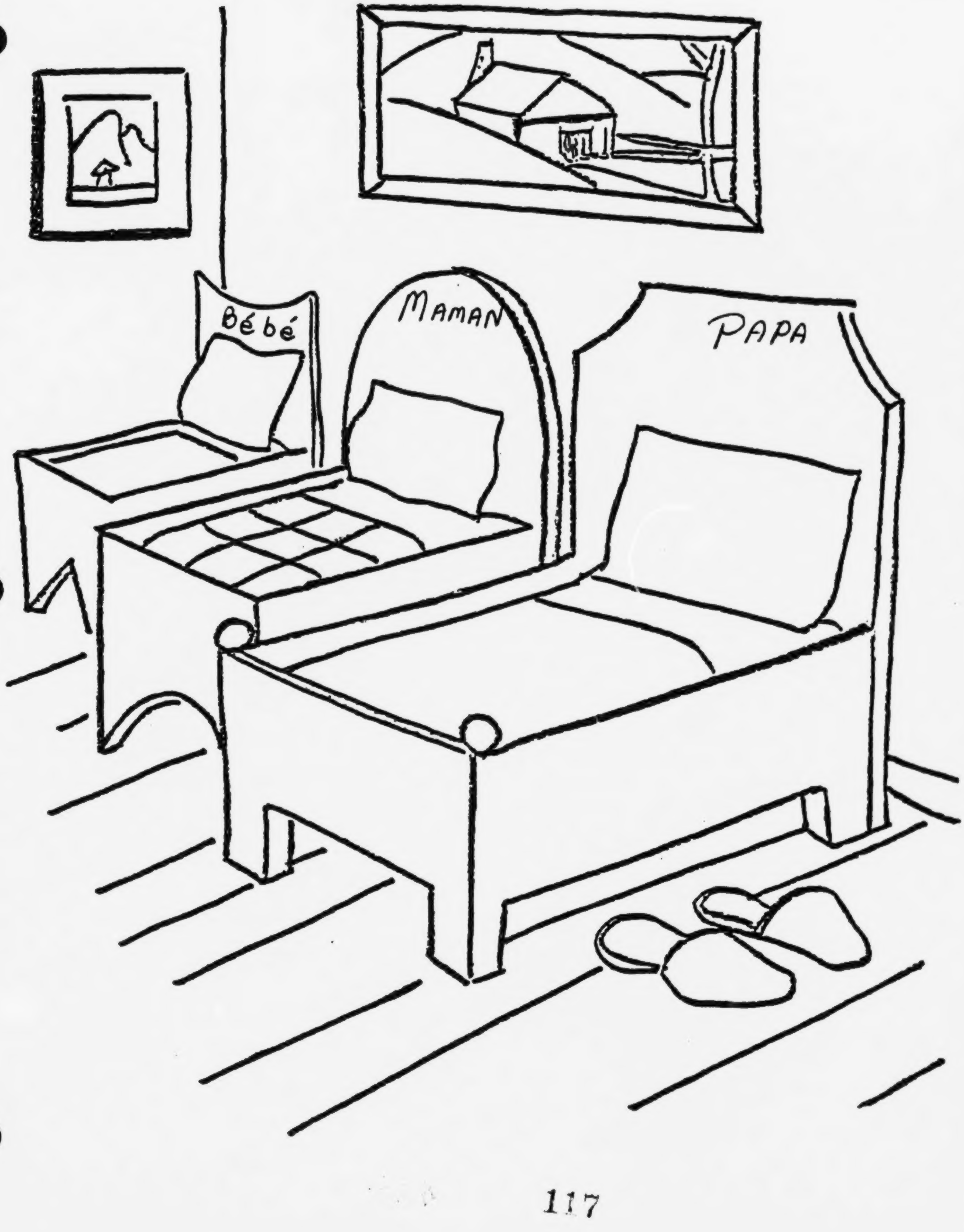


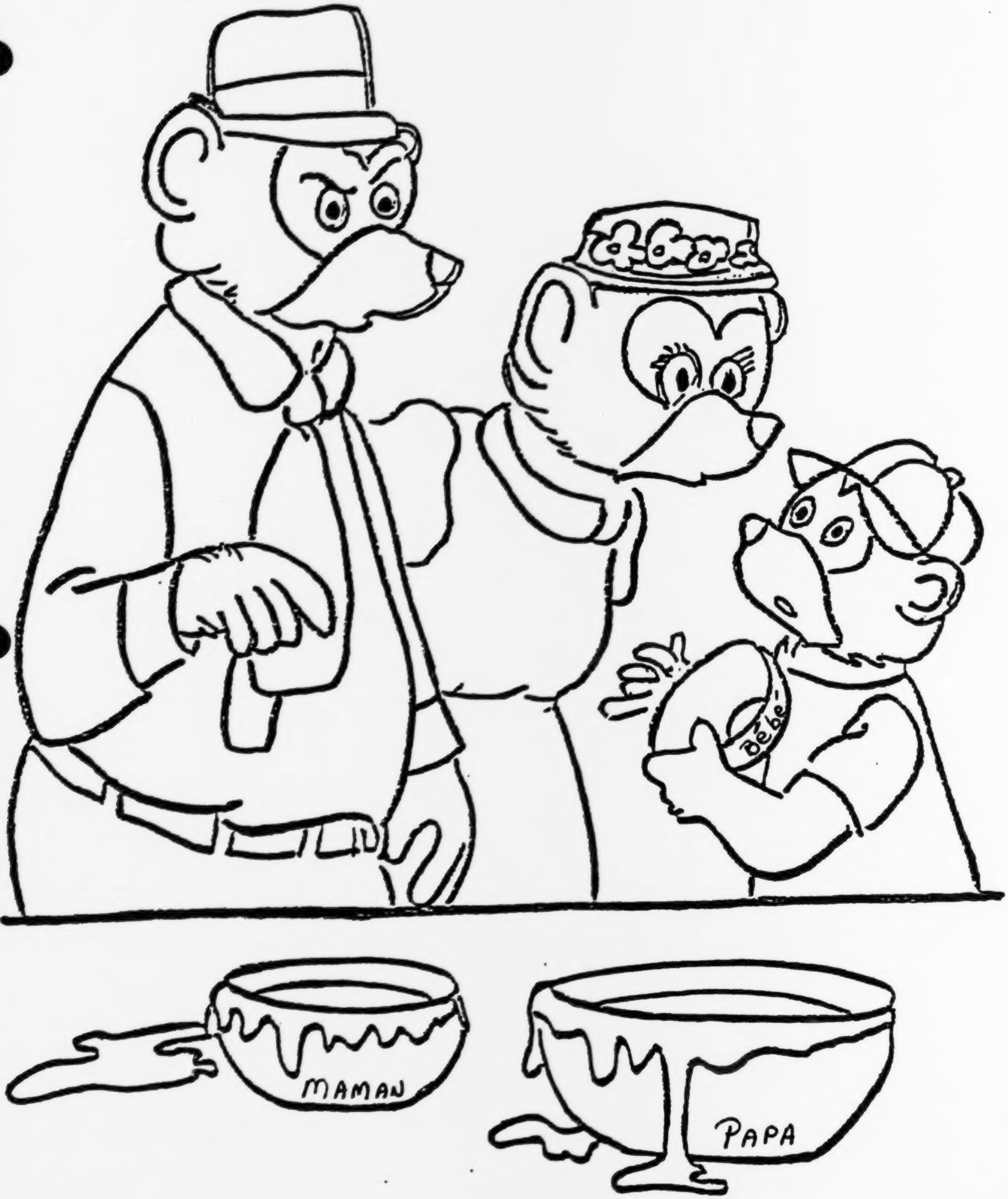

CHEZ
LA
FAMILLE
OURS

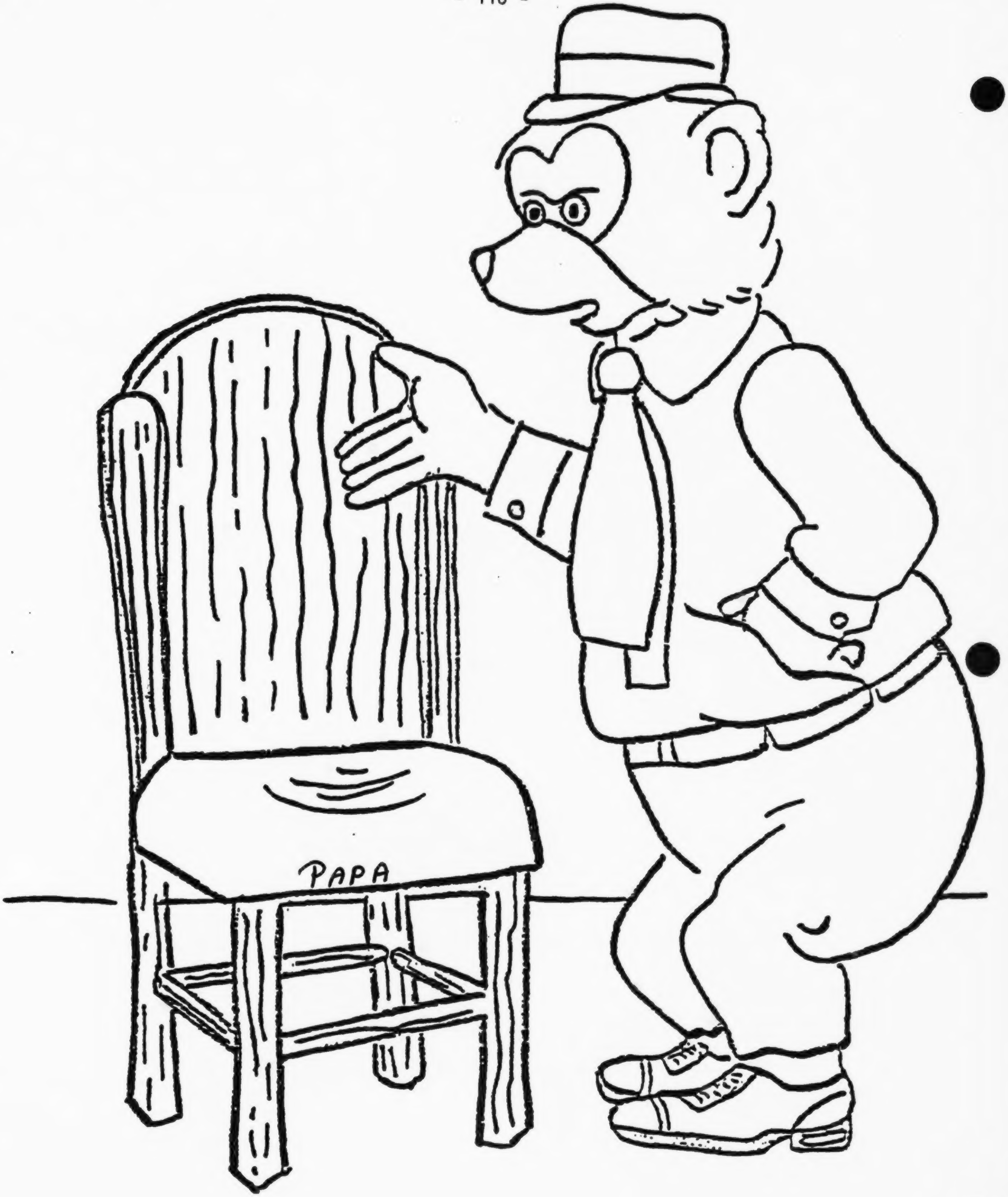

PAPA
MAMAN
Bébé

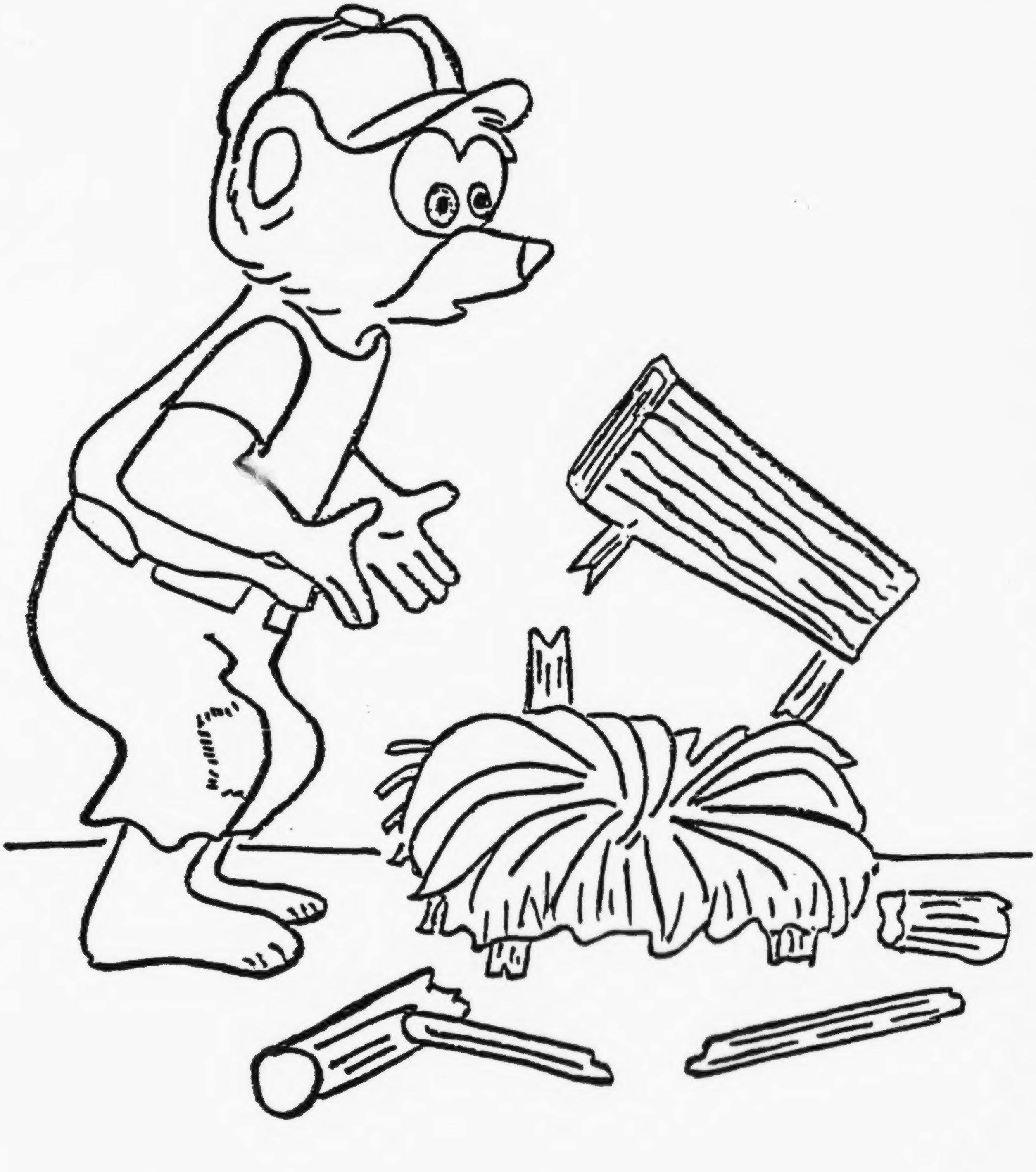

MAMAN
PAPA
Bébé

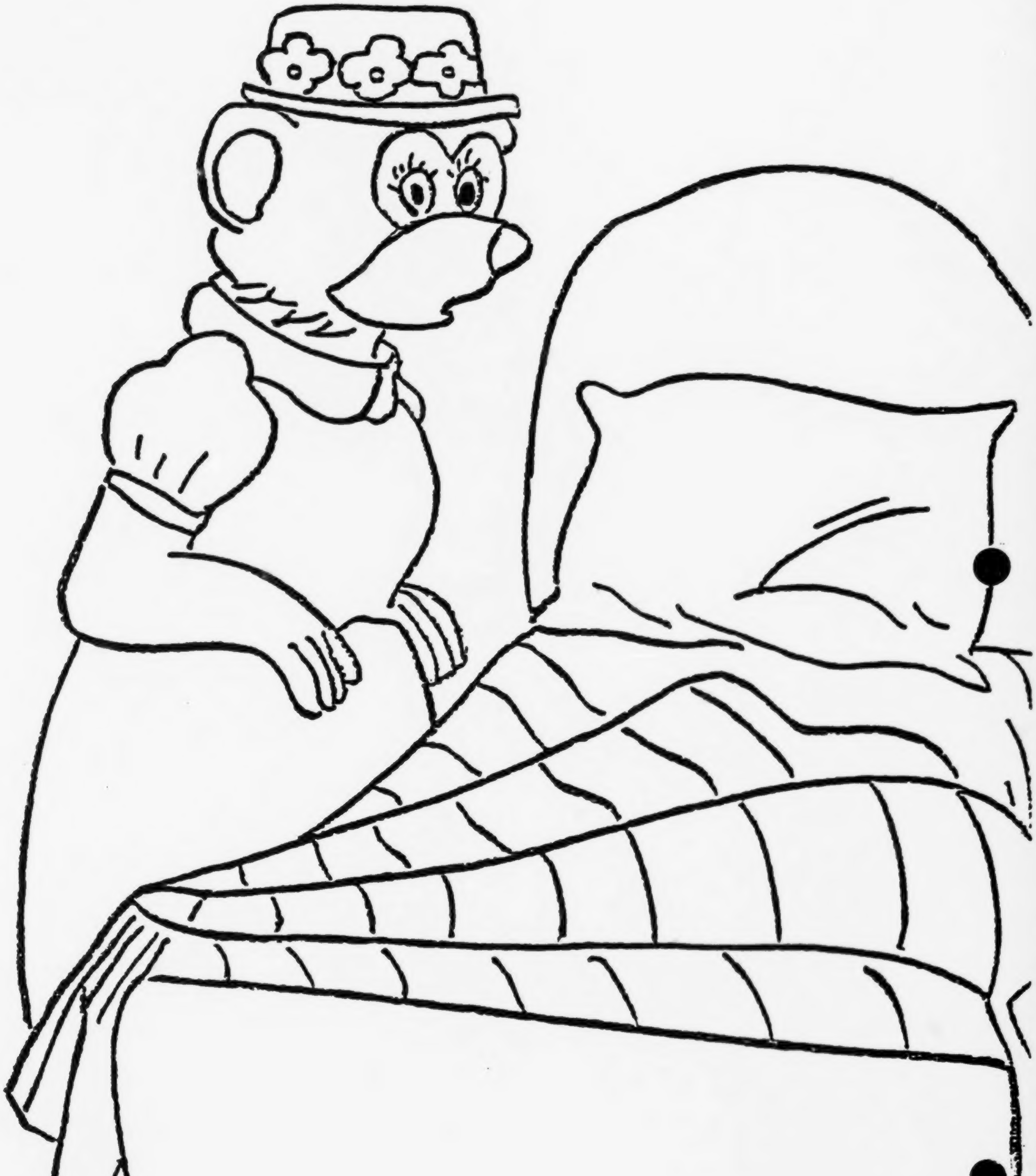


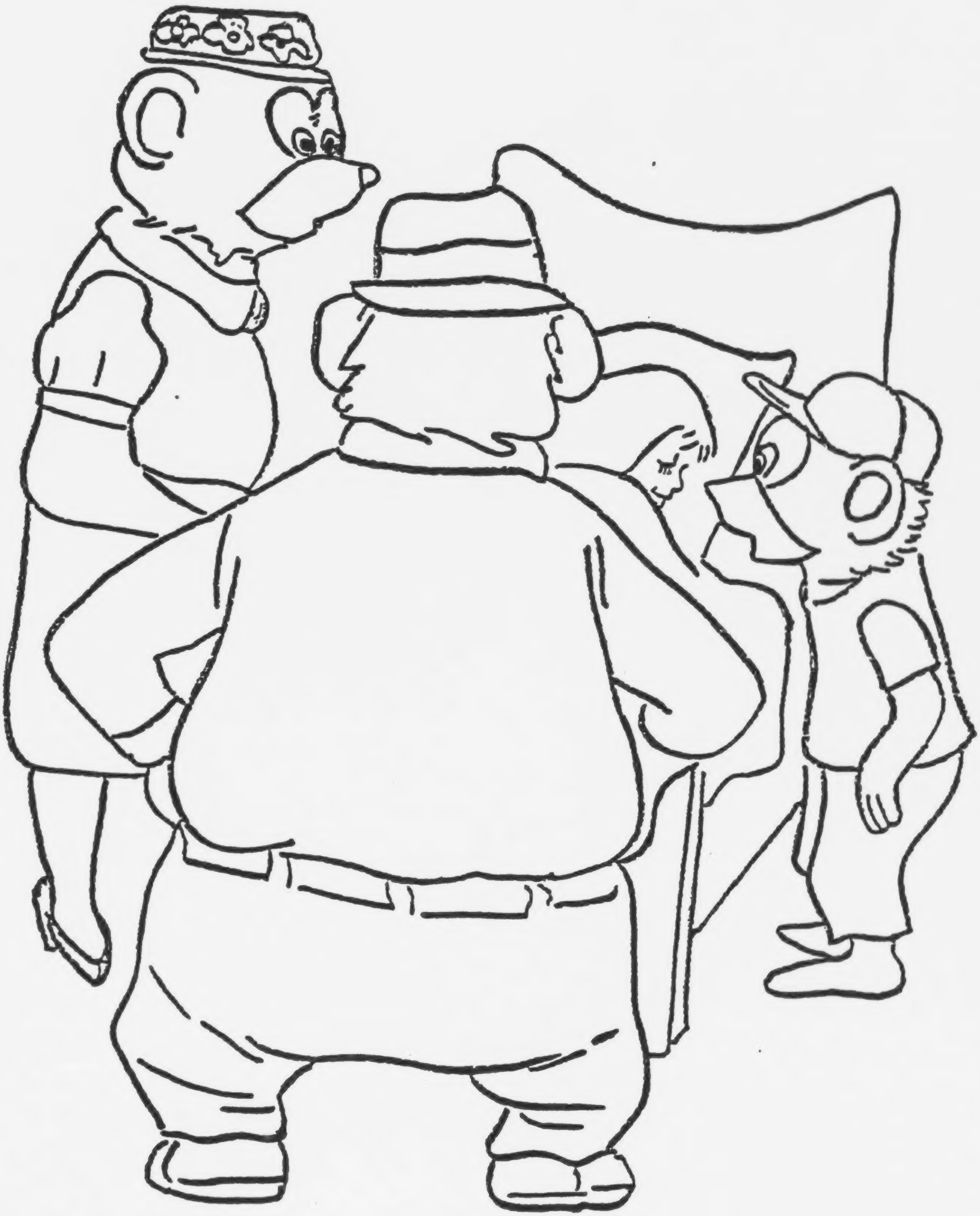

Bébé
MAMAN
PAPA

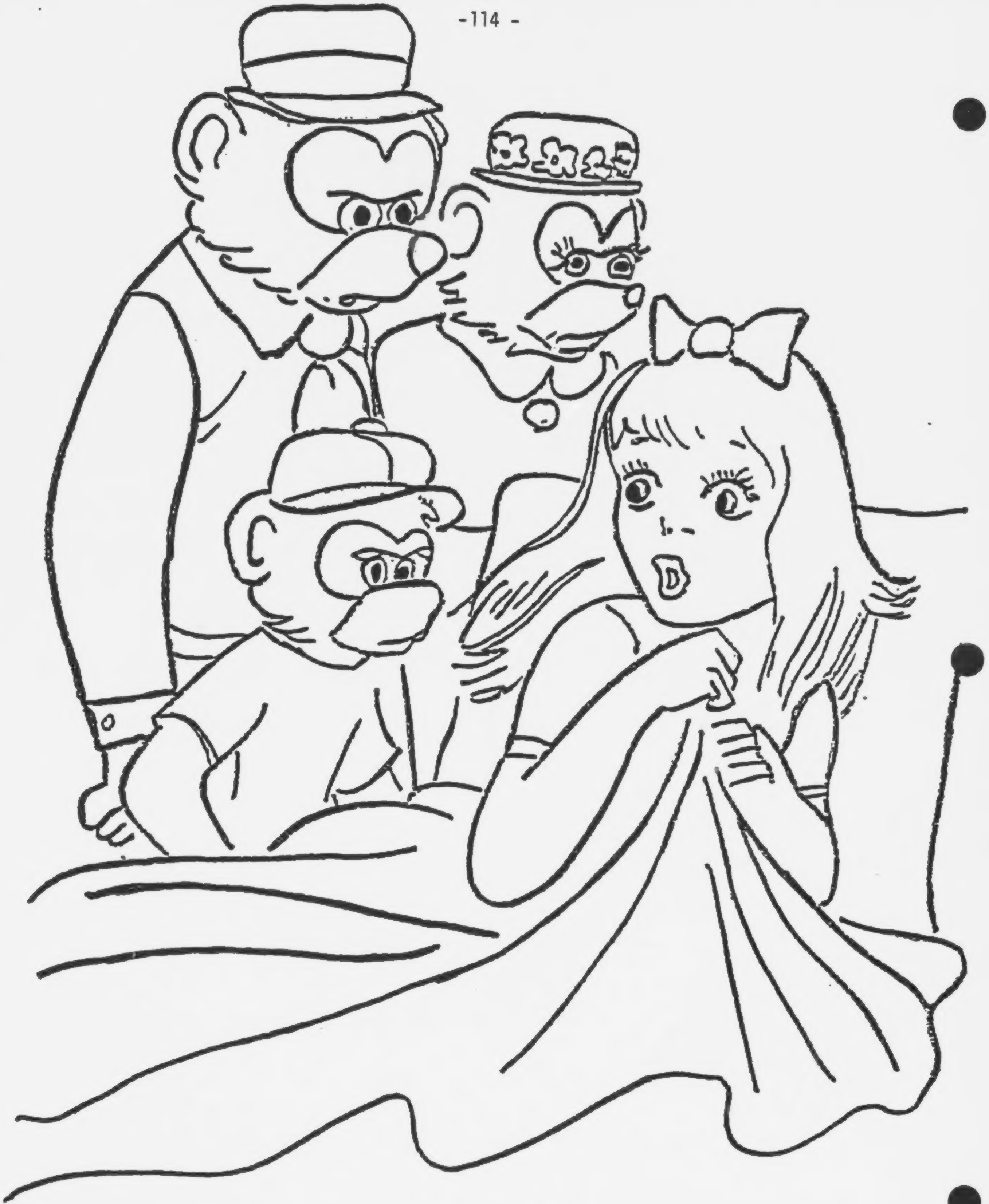

Bébé
MAMAN
PAPA

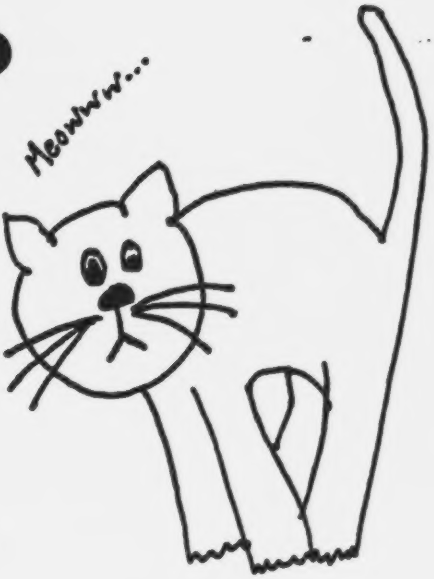

PAPA

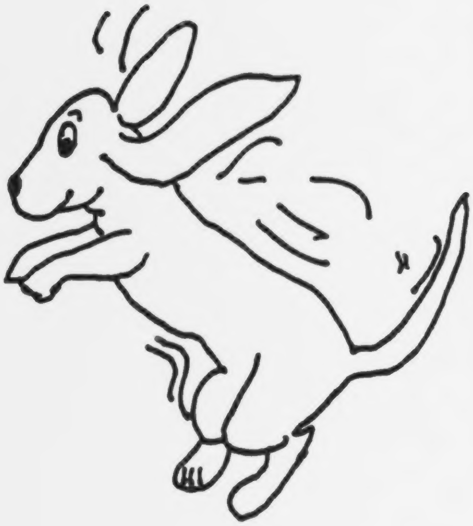






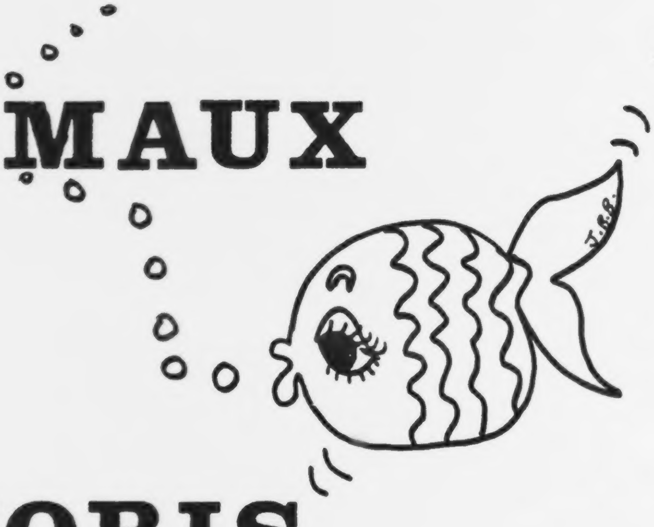






LES

ANIMAUX



FAVORIS

M et 1e ANNÉE

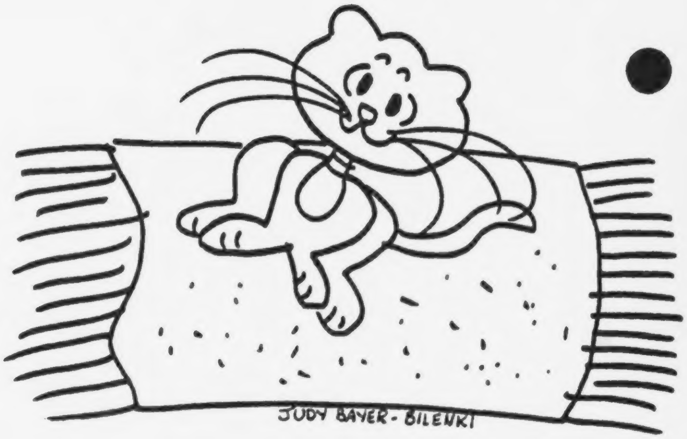
COMPTINES

1. Tin-Tin

Mon petit chien
S'appelle Tin-Tin.
Il n'est pas gros.
Il mange des os.
Il fait: "Oua! Oua!"
Et peur aux chats.

2. Un petit chat gris

Un petit chat gris
Qui mangeait du riz
Sur un tapis gris.
Sa maman lui dit:
"Ce n'est pas poli
De manger du riz
Sur un tapis gris."

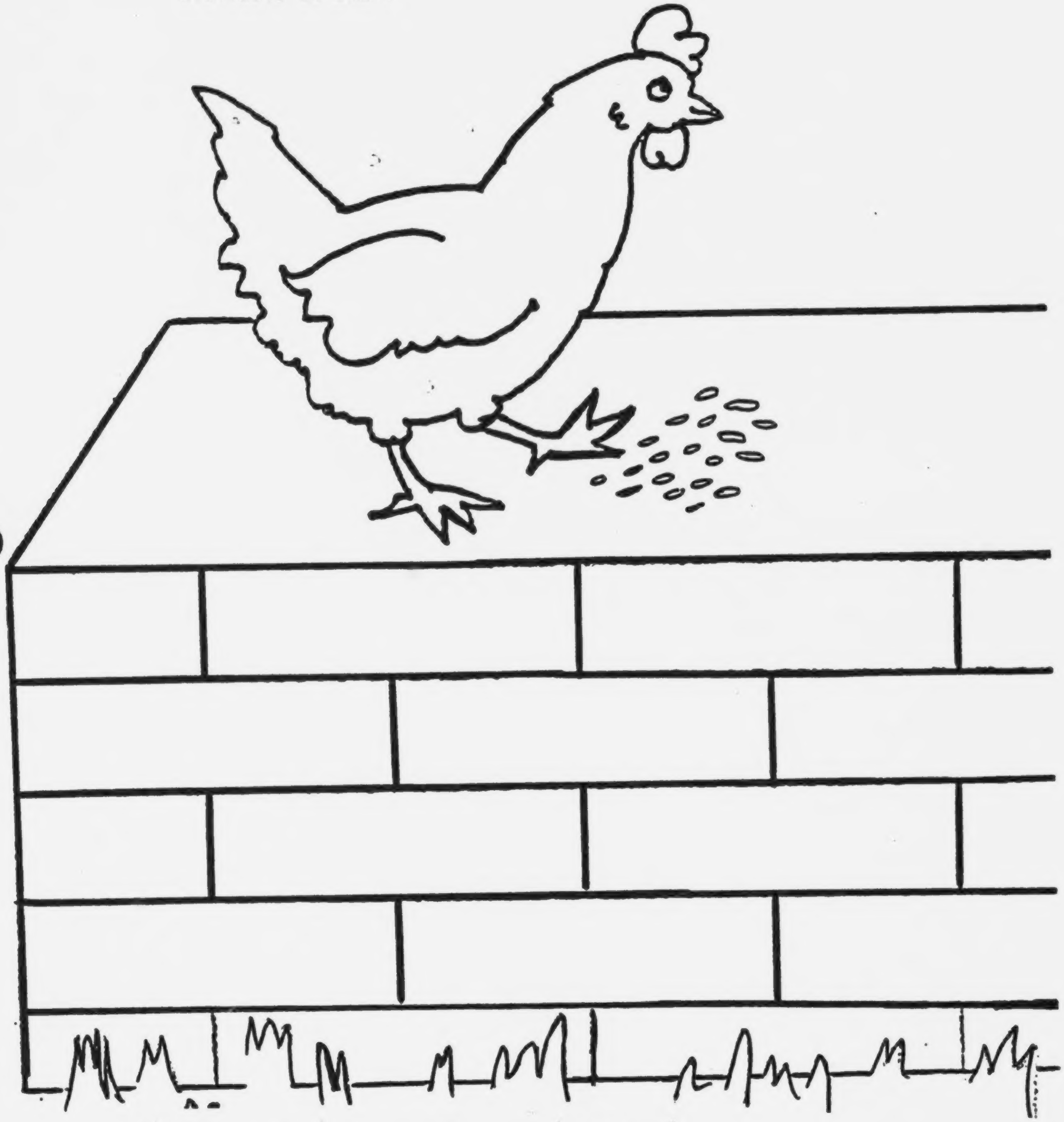


3. Le langage de tous

Mon petit chien fait: ouf, ouf, ouf.
Mon petit chat fait: miaou, miaou, miaou.
Ma poupée crie: Maman, Maman, Maman.
Et moi je dis: "Je t'aime maman."

COMPTINE

1. This comptine is part of the "Comptines de Sablier" series available at DREF.



Une poule sur un mur
Qui picote du pain dur
Picoti, picota
Lève la queue et saute en bas

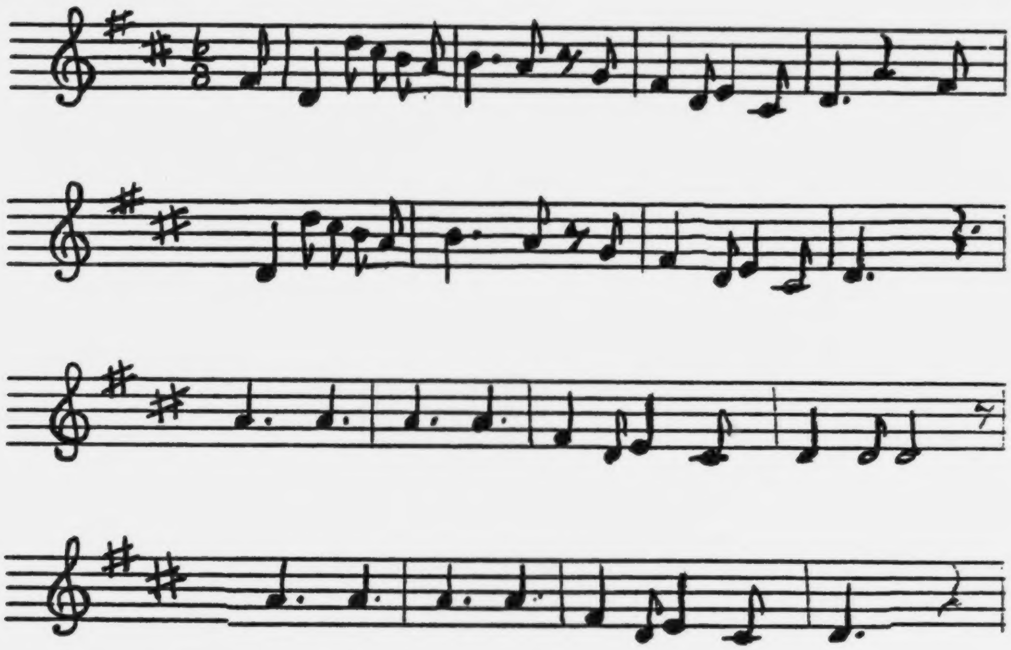
CHANSONS

1. Minet se repose

(Tune: Au clair de la lune)

Minet se repose,
Oh qu'il est joli!
Un petit nez rose,
Deux petits yeux gris,
Deux oreilles fines,
Manteau noir et blanc
Il a bonne mine
Avec son ruban!

2. Donner le bonjour



Le chat à la promenade } *bis*
Doit donner le bonjour. }
Miaou, miaou, miaou, miaou,
Voilà ce qu'il dit, il dit.
Miaou, miaou, miaou, miaou,
Voilà ce qu'il dit.

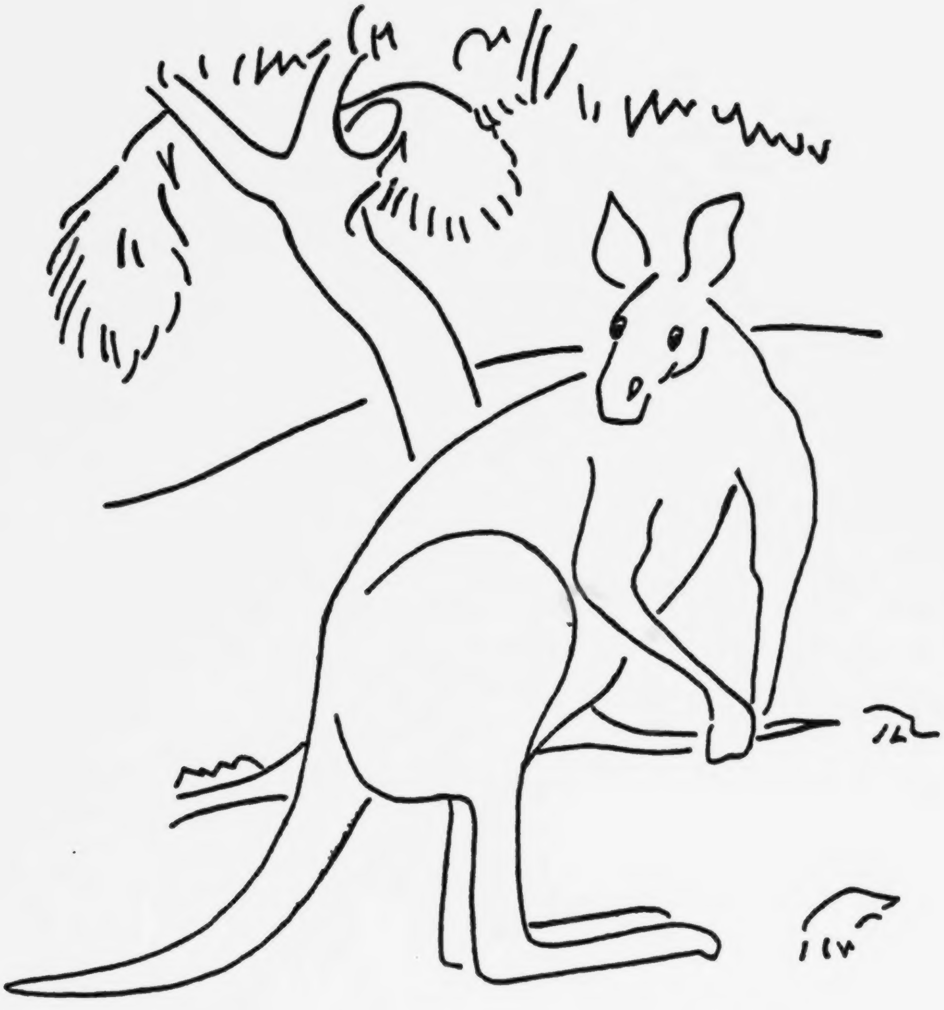
Le chien à la promenade, etc.
Ouah! ouah! ouah! ouah! etc.

L'âne à la promenade, etc.
Hihan! hihan! etc.

Le canard . . . . coin, coin, etc.

La vache . . . . meuh! meuh! etc.
Voilà ce qu'elle dit, elle dit, etc.
La poule . . . . cot, cot, etc. . . . . elle dit.
La souris . . . . i, i, i, i, etc.
Voilà ce qu'elle dit, elle dit, etc.

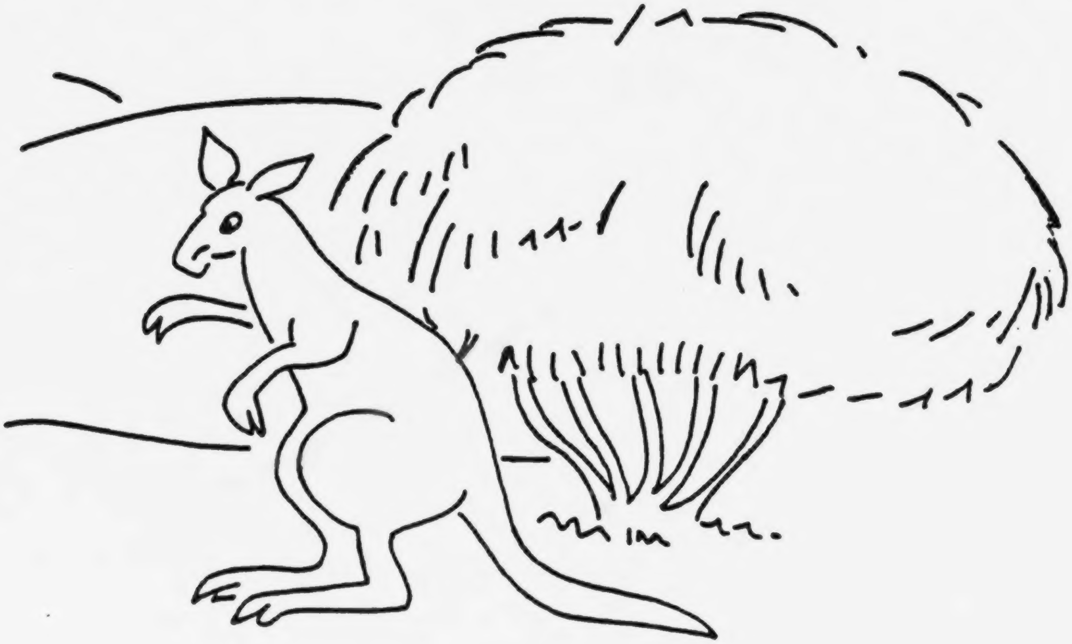
Conte



Voici maman kangourou.

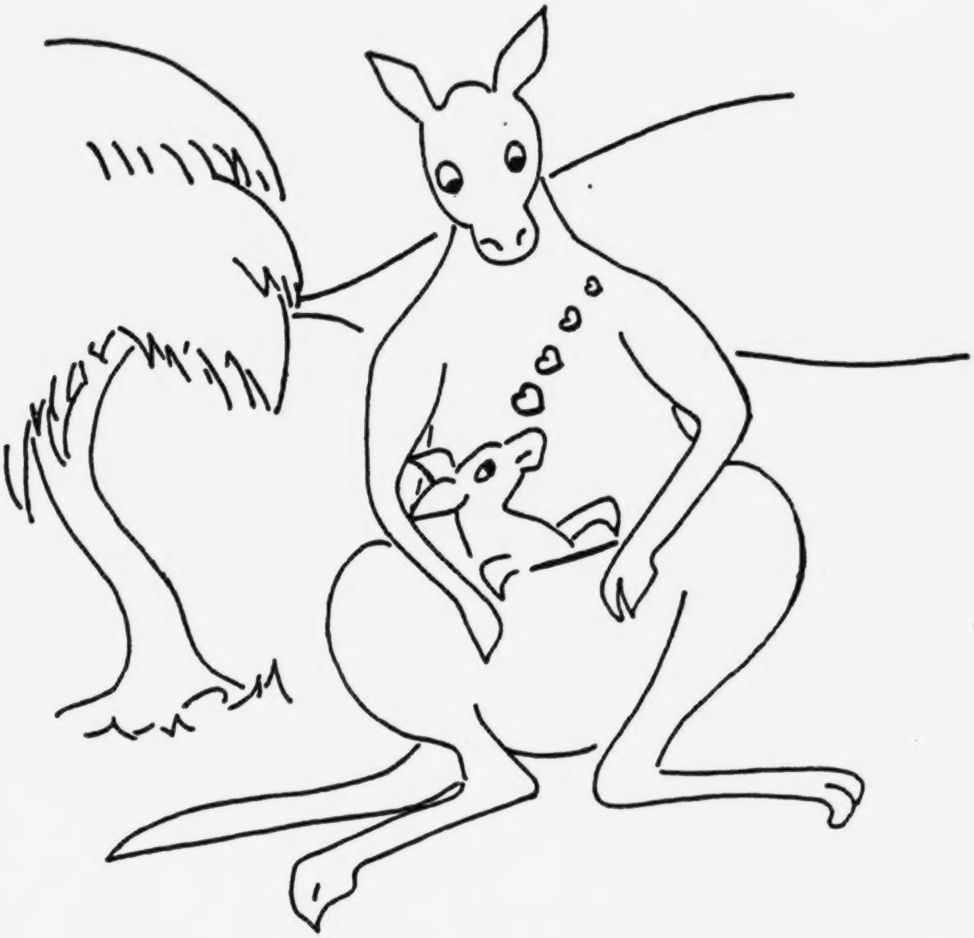
Voici son petit kangourou.

Il est le bébé de la famille !



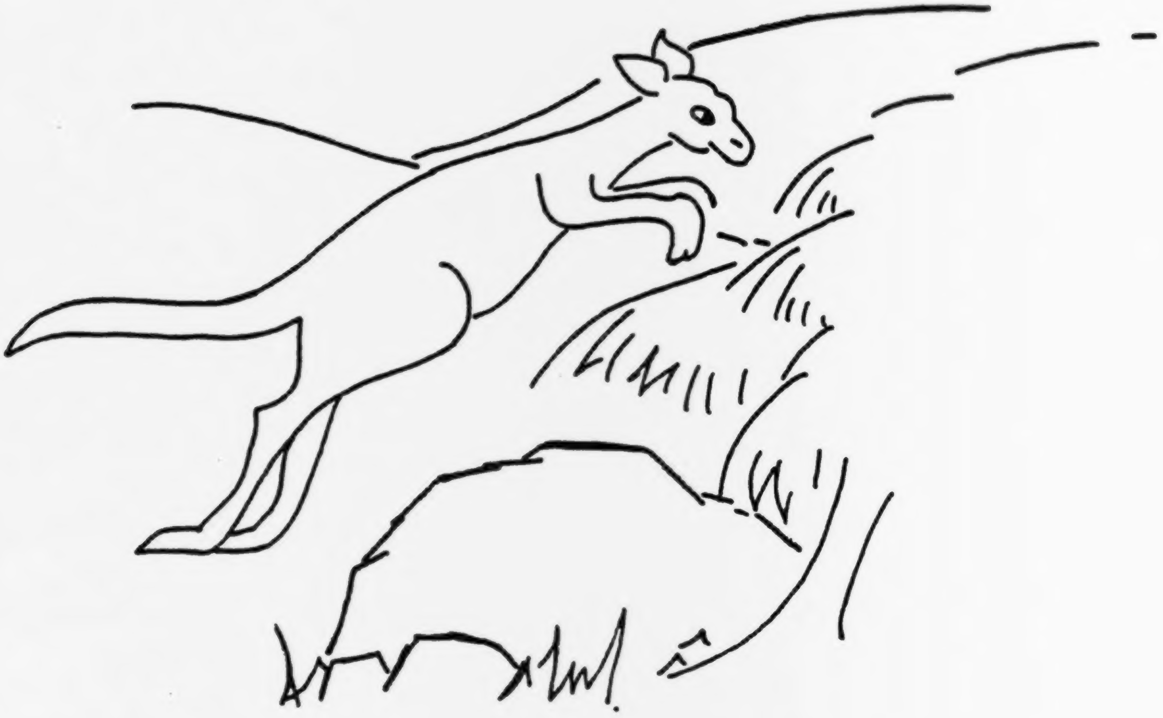
Il s'appelle Koukie.

Koukie aime sa maman.



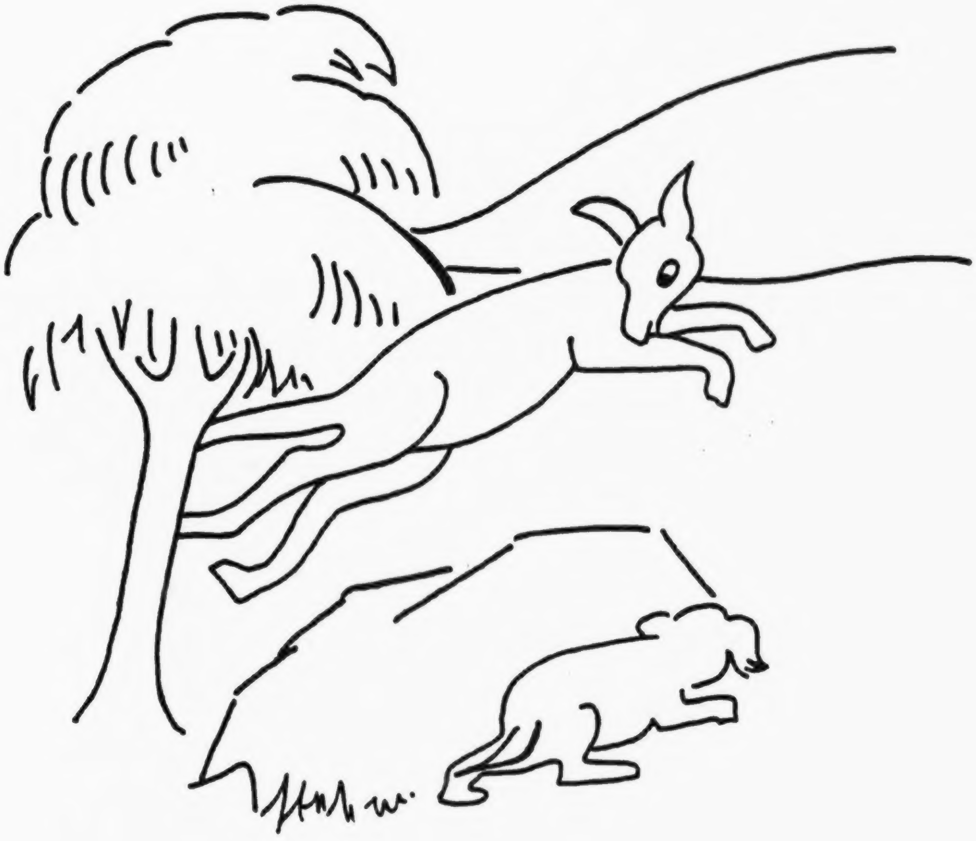
Il aime se cacher dans sa poche.

Koukie saute partout.



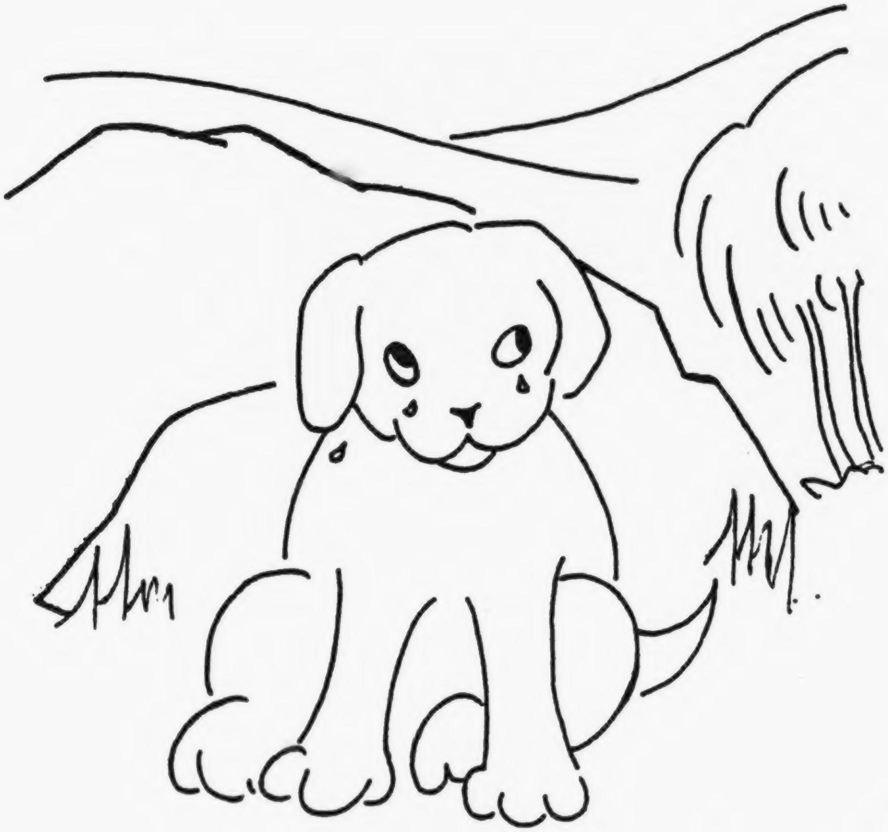
Il saute et saute et saute.

Oh ! Regarde . . .



un petit chien perdu.

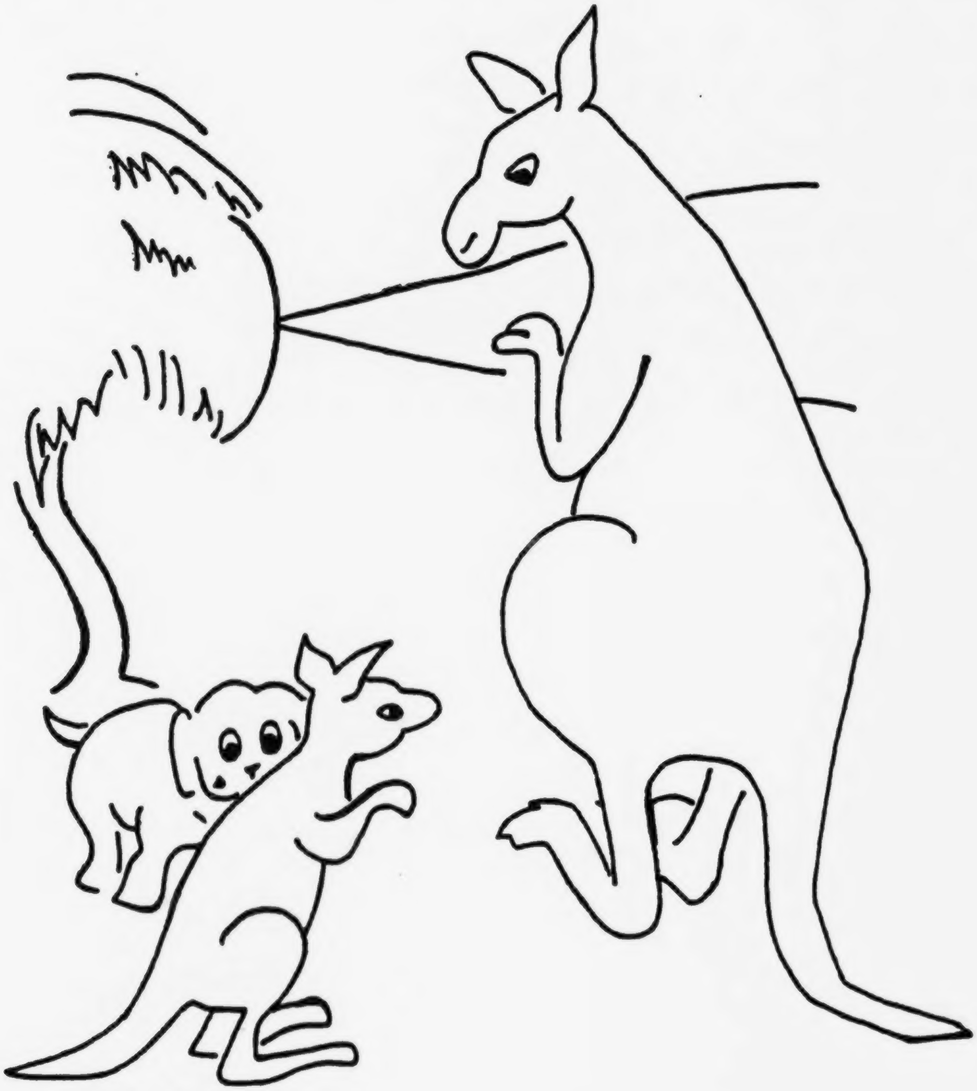
Le petit chien est triste.



Il dit "Où est maman?"

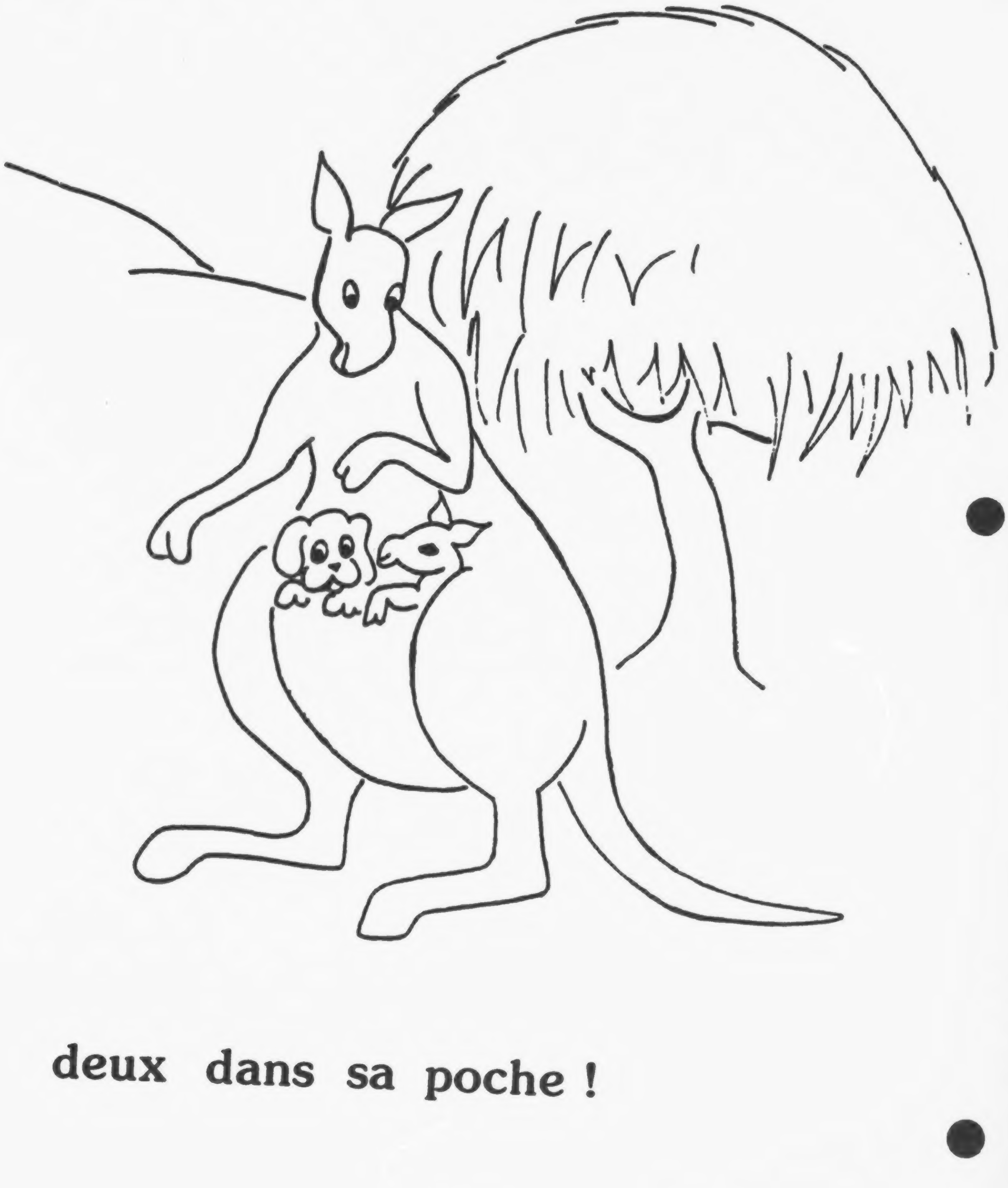
Il pleure.

Koukie et le petit chien parlent à maman kangourou.



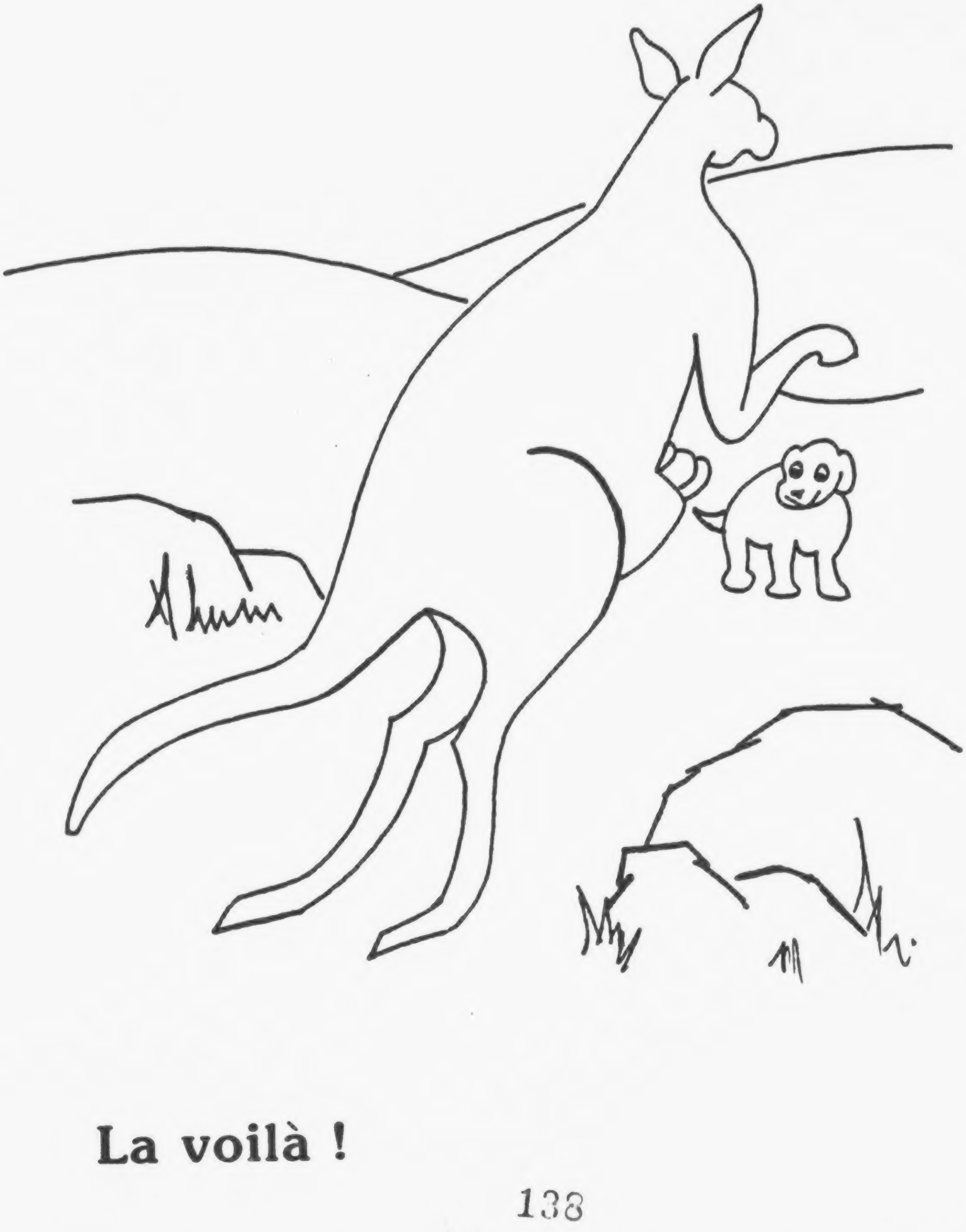
"Maman, petit chien est perdu."

Maman kangourou met les



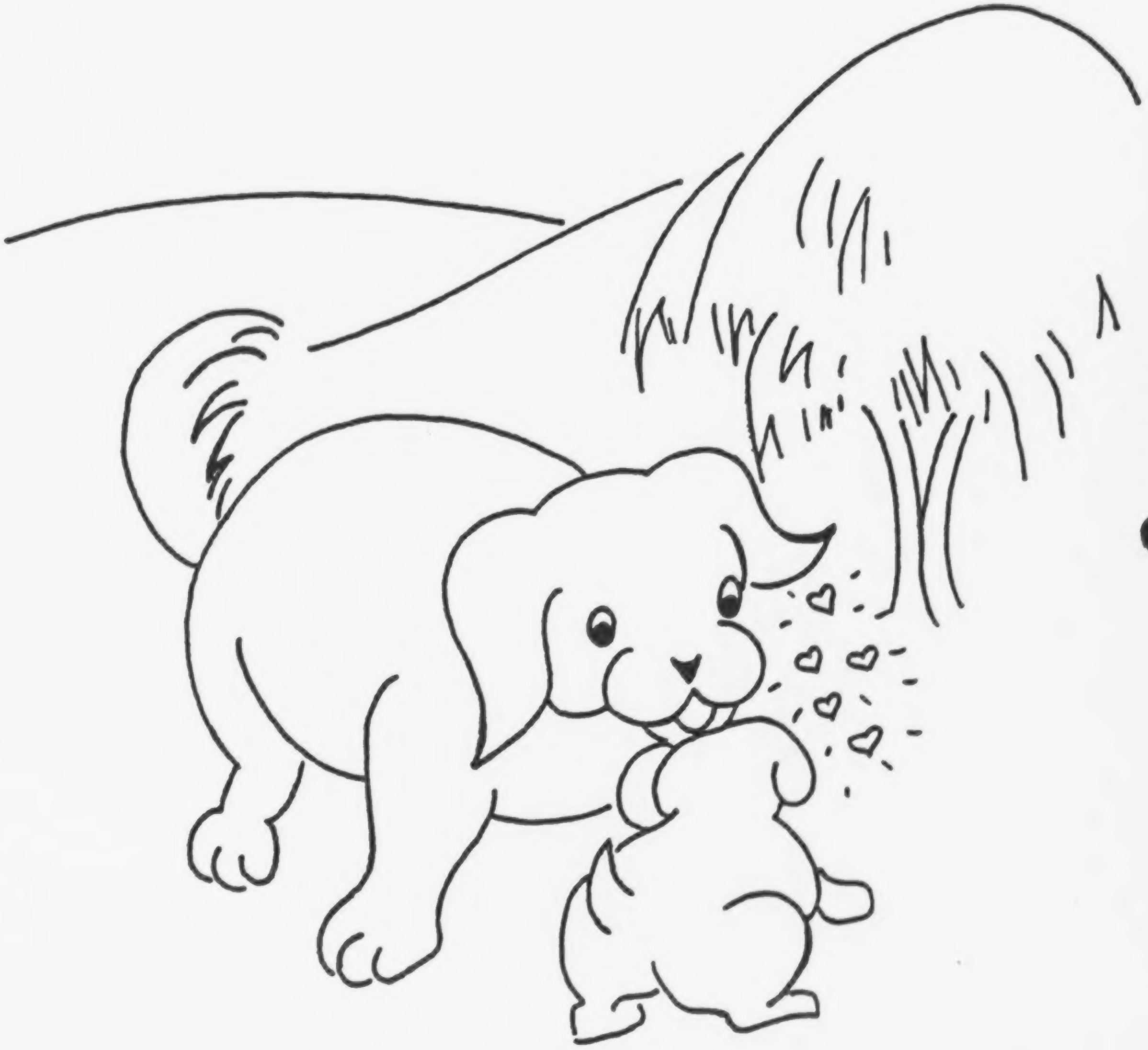
deux dans sa poche !

Elle saute très vite. Elle cherche la maman du petit chien.



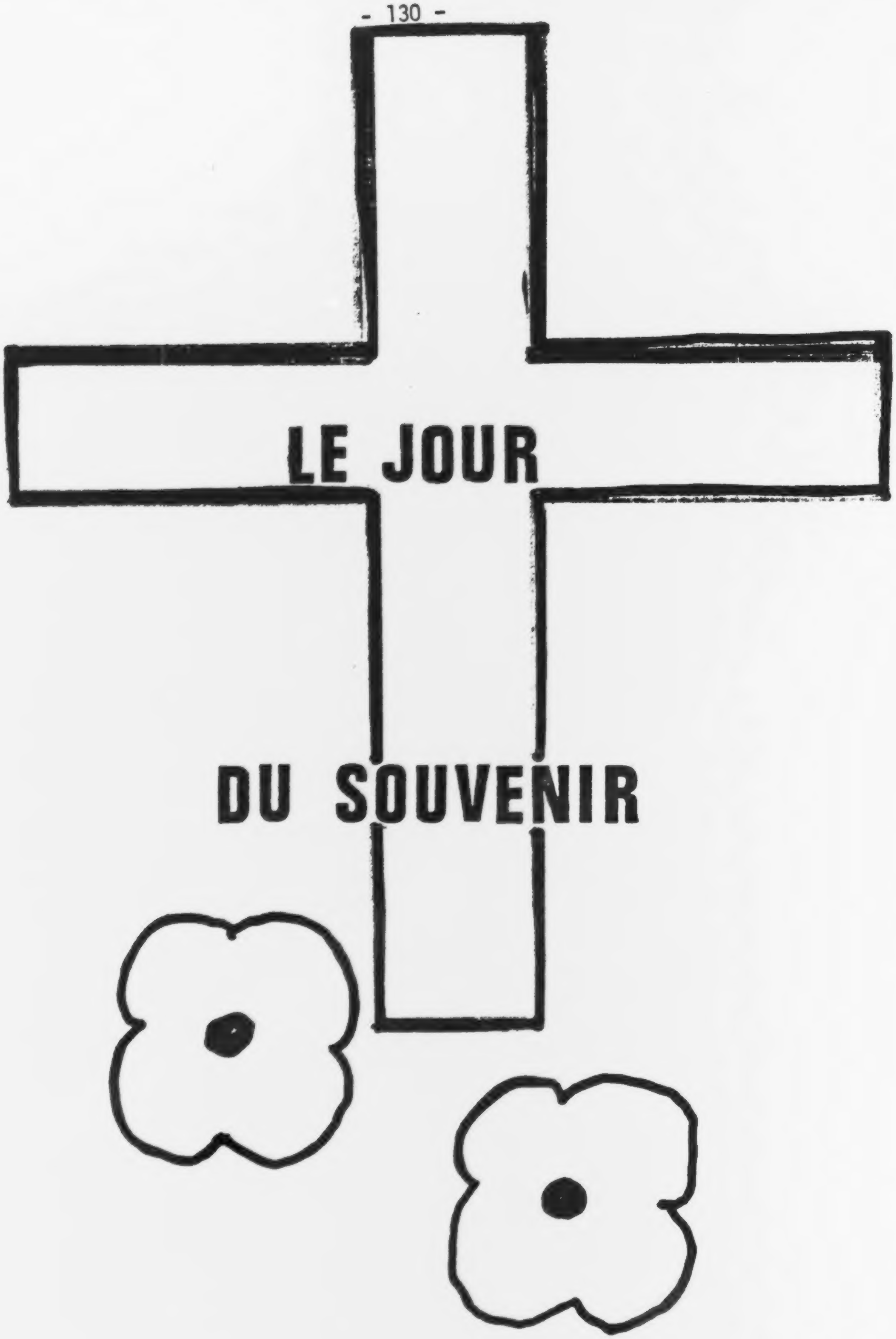
La voilà !

Petit chien est content !
Il adore sa maman.



Merci Maman kangourou.
Merci Koukie. Au revoir.

LE JOUR DU SOUVENIR

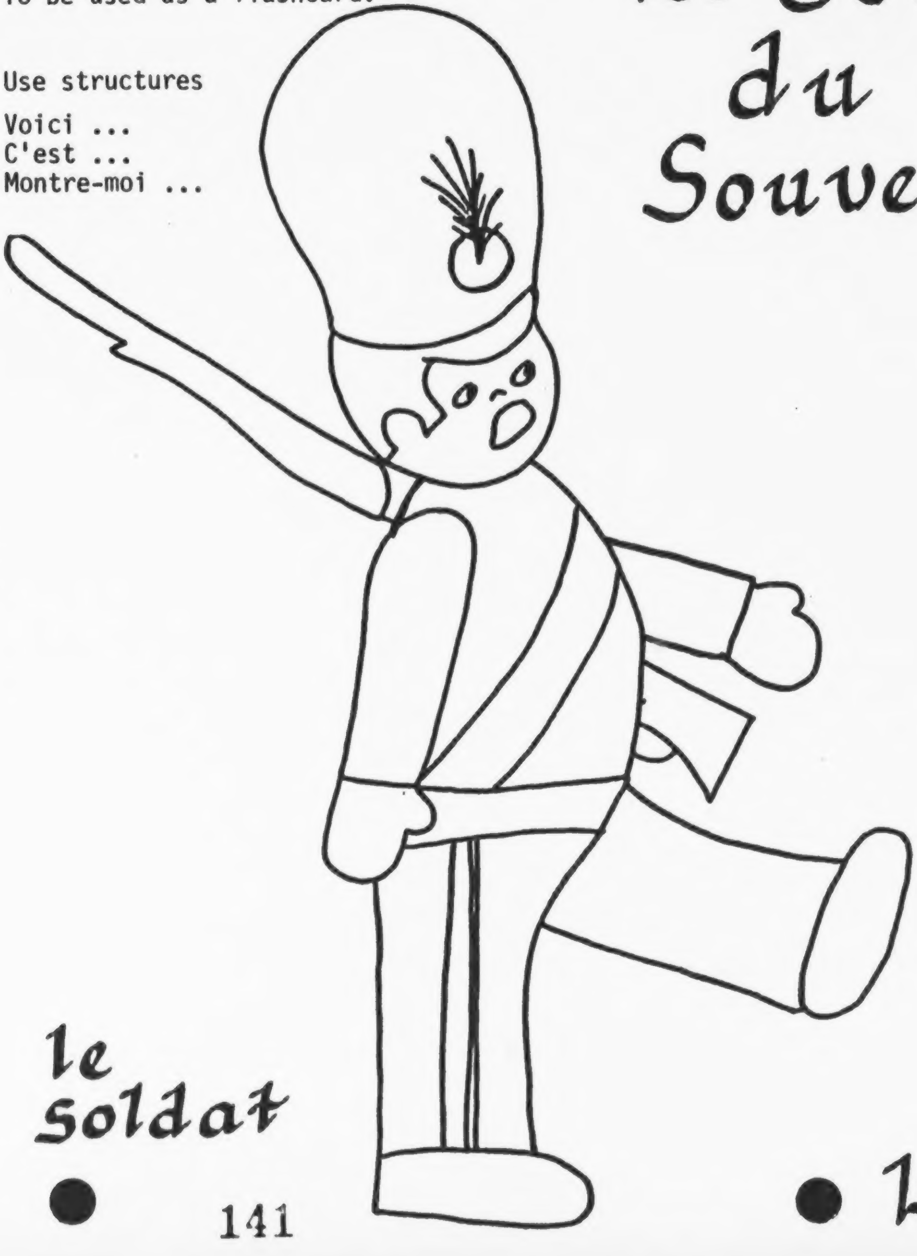


Le Jour du Souvenir

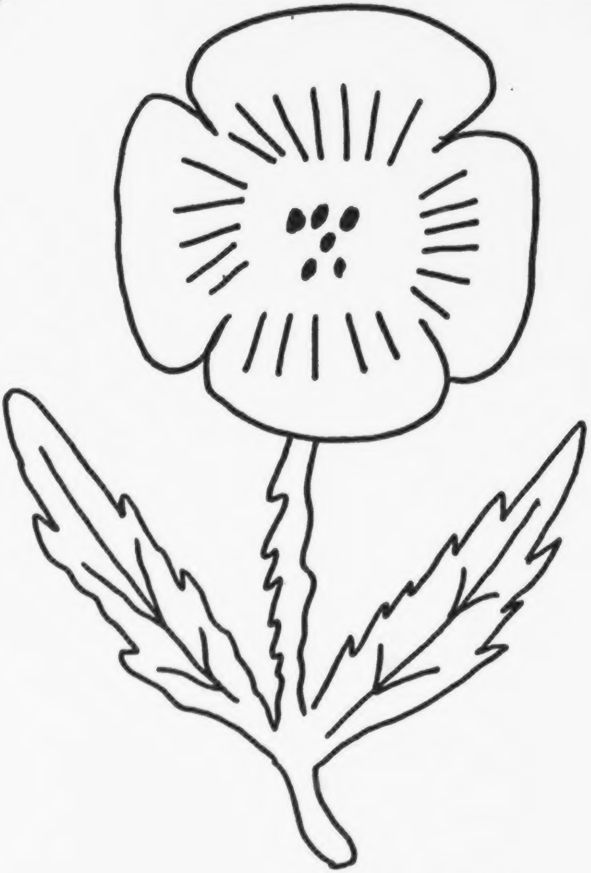
To be used as a flashcard.

Use structures

Voici ...
C'est ...
Montre-moi ...

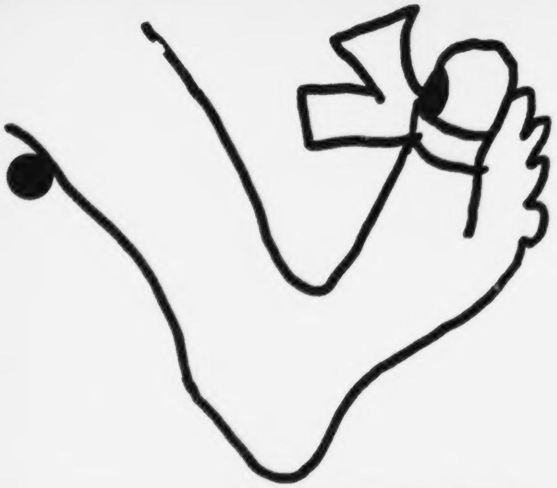


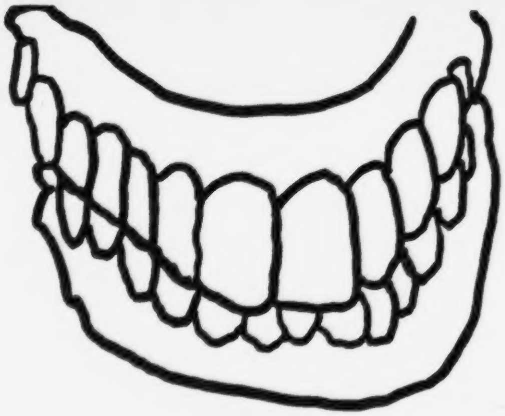
141


le coquelicot

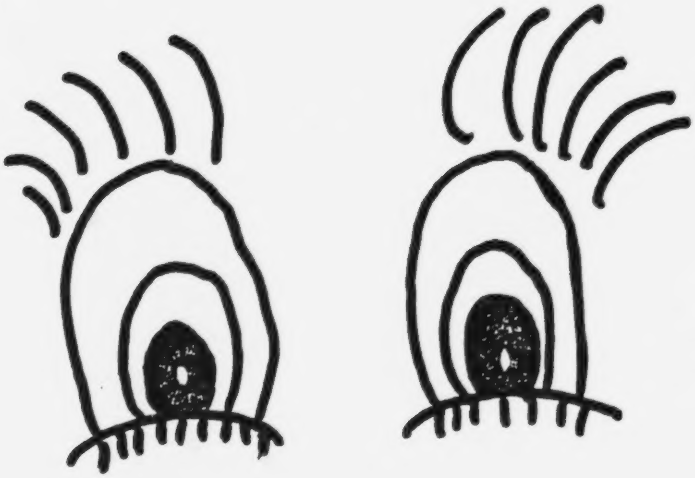
142

Le 11 novembre





LES PARTIES DU CORPS



M et 1e ANNÉE

COMPTINE

1. Petites Mains

Claquez, claquez petites mains,
Claquez, claquez plus fort,
Tournez, tournez petites mains,
Tournez, tournez plus vite,
Volez, volez petites mains,
Volez, volez plus haut.

2. Rond, rond, rond — Actions

Rond, rond, rond - - - - - - - - Circle your face with
Voici la maison - - - - - - - - your finger.
Toc, toc, toc - - - - - - - - - Tap on forehead.
Fermez les fenêtres - - - - - - Close the eyes.
Pousse le bouton - - - - - - - - Press on nose.
Ouvre grande ta bouche. - - - - Pull down on chin.
"Bonjour M. Menton." - - - - - Small tug on chin.

CHANSON

1. This is the way we wash...

Voici comment je me lave,
Je me lave, je me lave,
Voici comment je me lave,
Je me lave les mains.

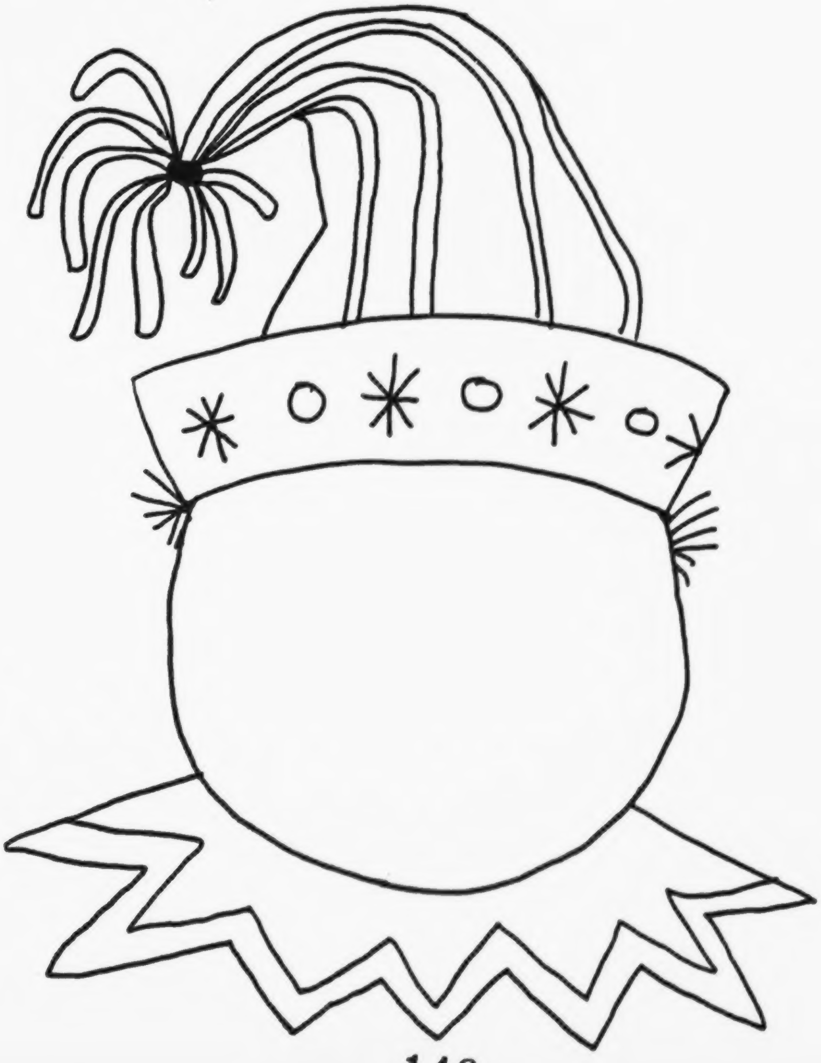
Repeat the verse using different body parts i.e.

les bras, les cheveux, le dos, les pieds, les jambes.

Jeux

1. Pin the face on the clown

1. Enlarge the face of the clown on bristol board and draw parts of the face. (nose, eyes, mouth, eyebrows, ears, cheeks) on another sheet of bristol board.
2. Laminate. Cut them out.
3. Put masking tape on the back of the parts of the face and allow the students to stick a part of the face on the clown if they are able to say it correctly in French.
4. Use the structure: "Voici le nez, les yeux, la bouche, les sourcils, les oreilles, les joues".
5. Have students remove parts. Teacher uses structures: "Montre-moi" or "donne-moi".



2. Monster Bash:

This activity checks the comprehension of vocabulary related to parts of the body.

Material needed: Paper and crayons

Variation: This activity could be done on the blackboard with colored chalk.

i) in teams

ii) with all students drawing their own monster on the board.

Have the students draw a huge monster (or Martian, or bizarre animal) according to your instructions.

ie. Dessinez une grande tête.
Coloriez la tête rouge.
Dessinez 3 petits yeux.
Coloriez les yeux verts.
Dessinez 2 nez.

etc.

Check to see if the students have carried out your instructions properly. Display the monsters.

ACTIVITÉ

Samuel le clown

This is a listening comprehension activity reviewing body parts and colours. The teacher will use the following structures:

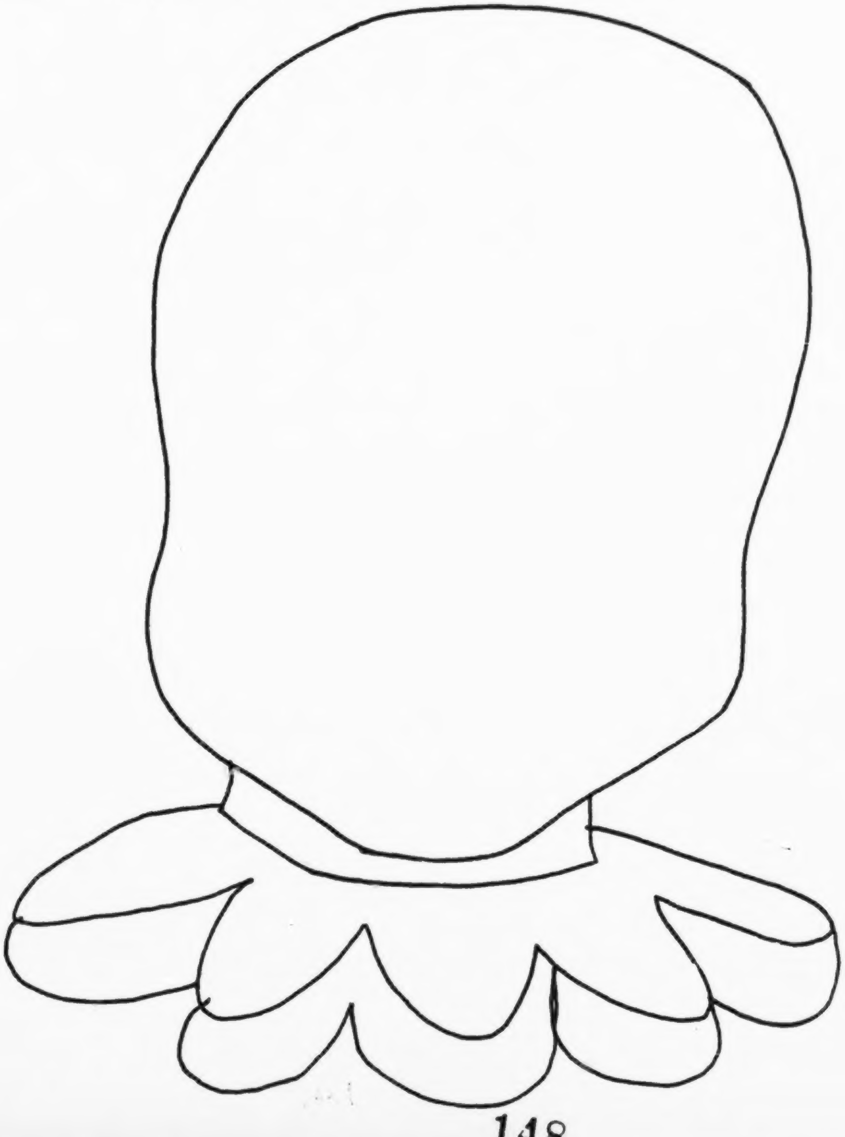
"Voici un clown.

Il s'appelle Samuel.

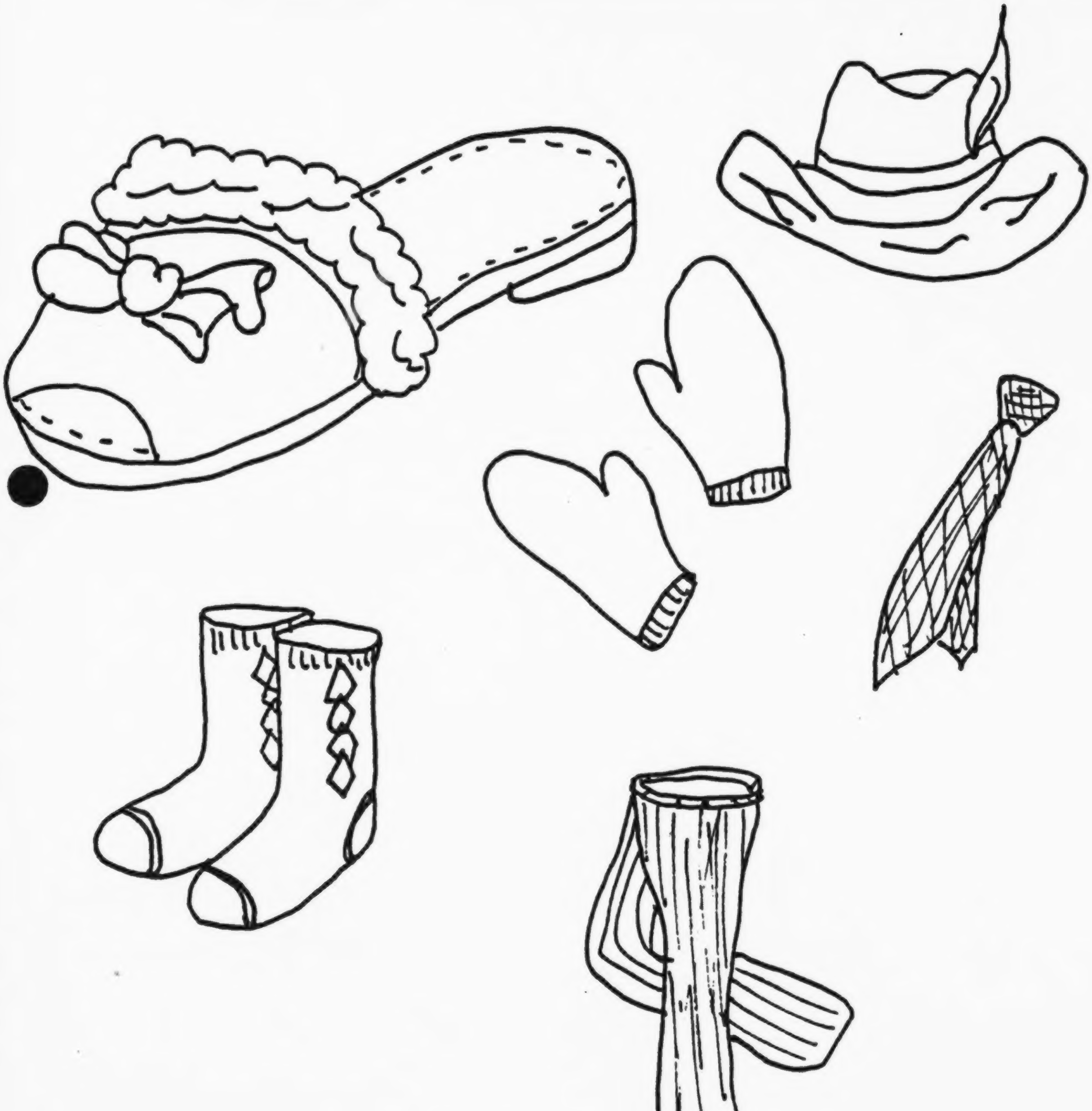
Dessinez et coloriez:

le nez → en vert
la bouche → en rouge
les yeux → en bleu
les oreilles → en jaune
les cheveux → en brun

Dessinez un chapeau sur la tête du clown".



LES VÊTEMENTS



M et 1^{e} ANNÉE

COMPTINE

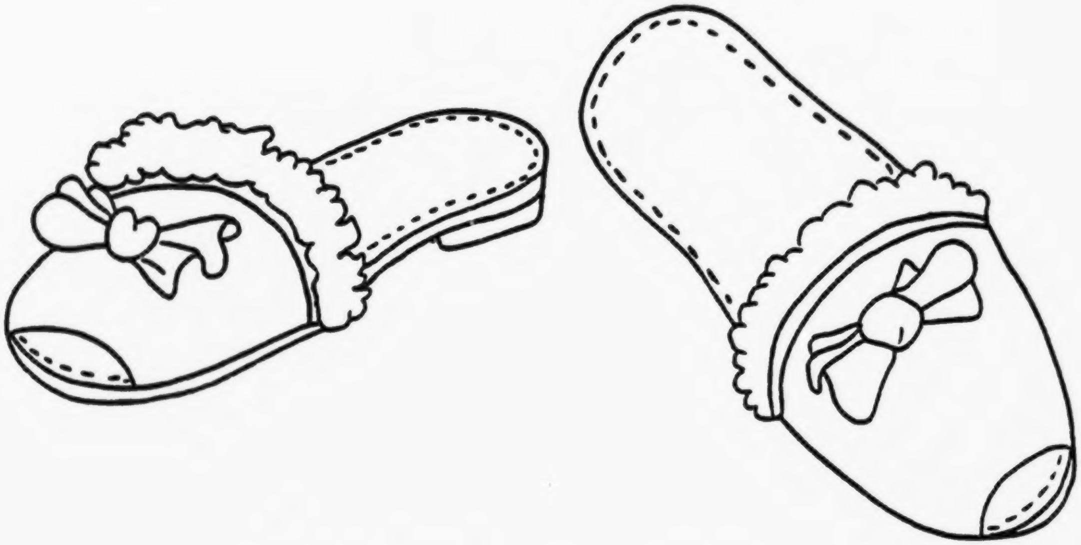
1. Enlève ton manteau

Enlève ton manteau
Il fait beau.
Enlève ton chapeau
Il fait chaud.

CHANSON

Mes pantoufles (Tune: Frère Jacques)

Mes pantoufles (2)
Les voilà (2)
Où sont mes pantoufles?)2)
Les voilà (2)



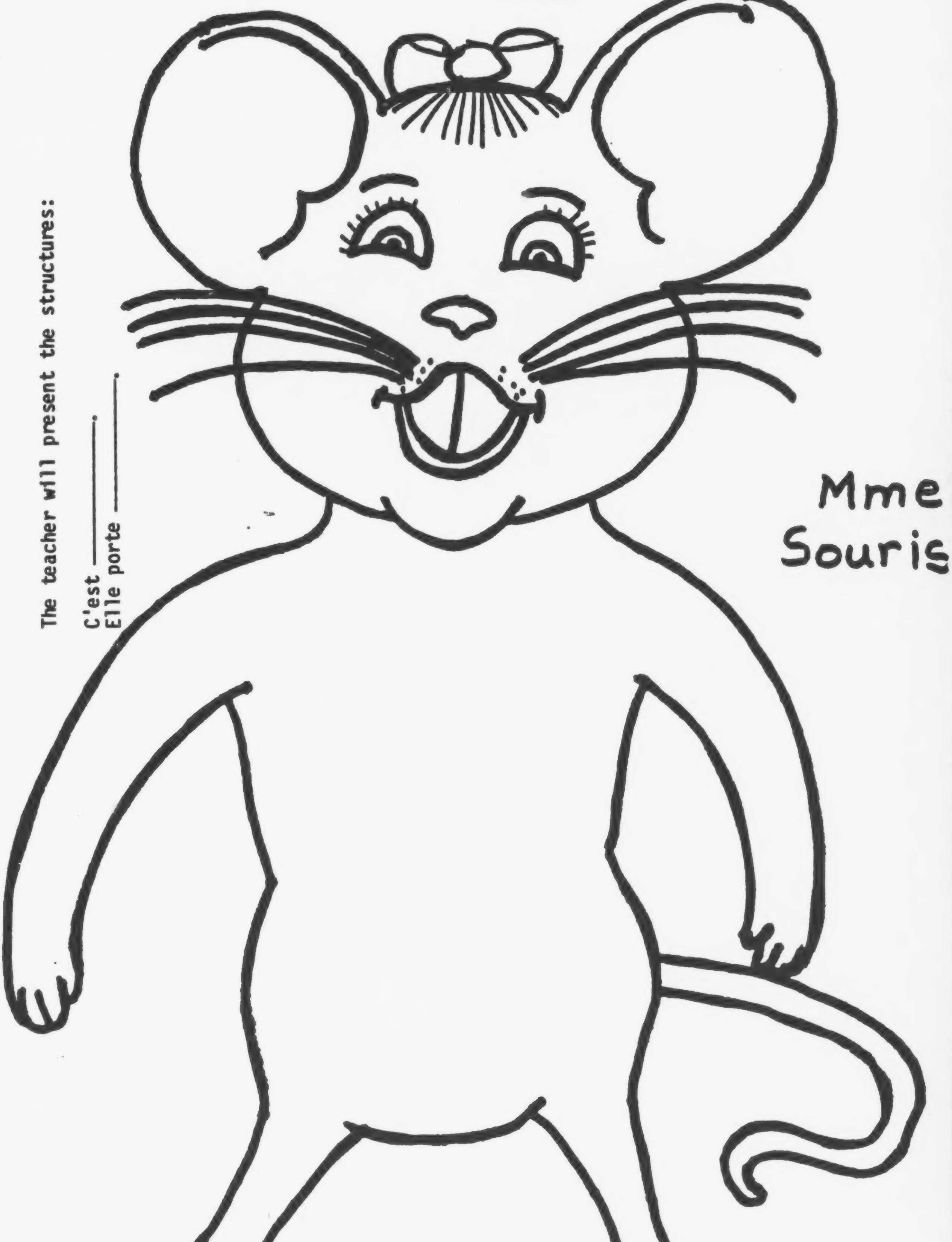
ACTIVITÉ

Mme Souris: clothing

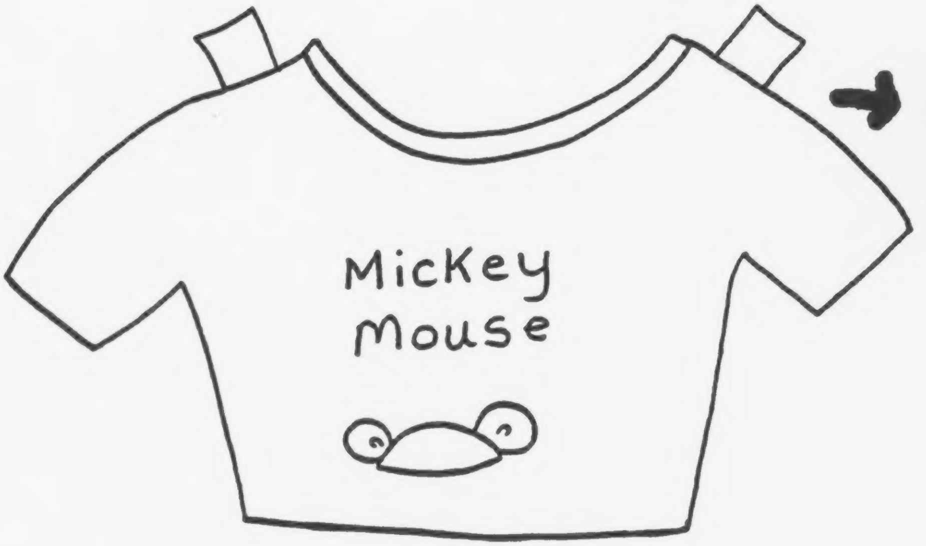
Have the students dress her by pinning on the different clothes according to your directions.

The teacher will present the structures:

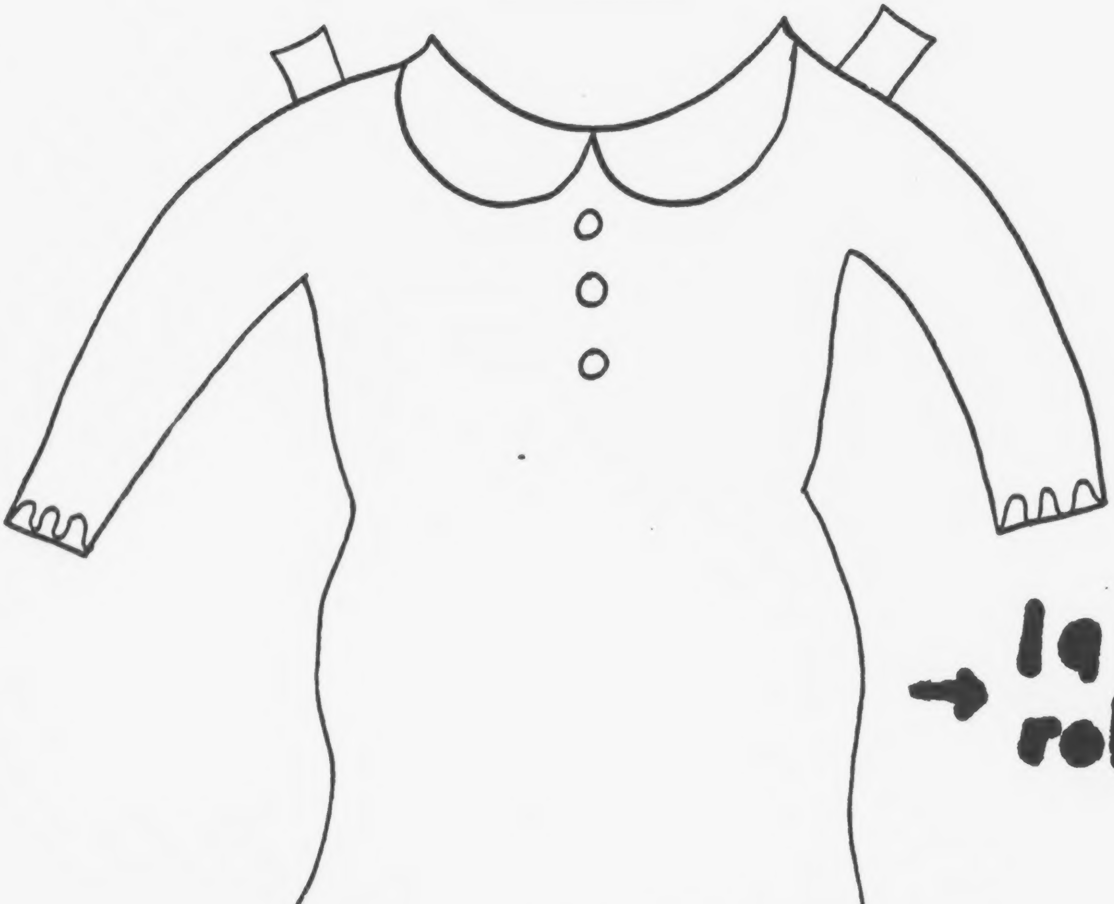
C'est ______.
Elle porte ______.



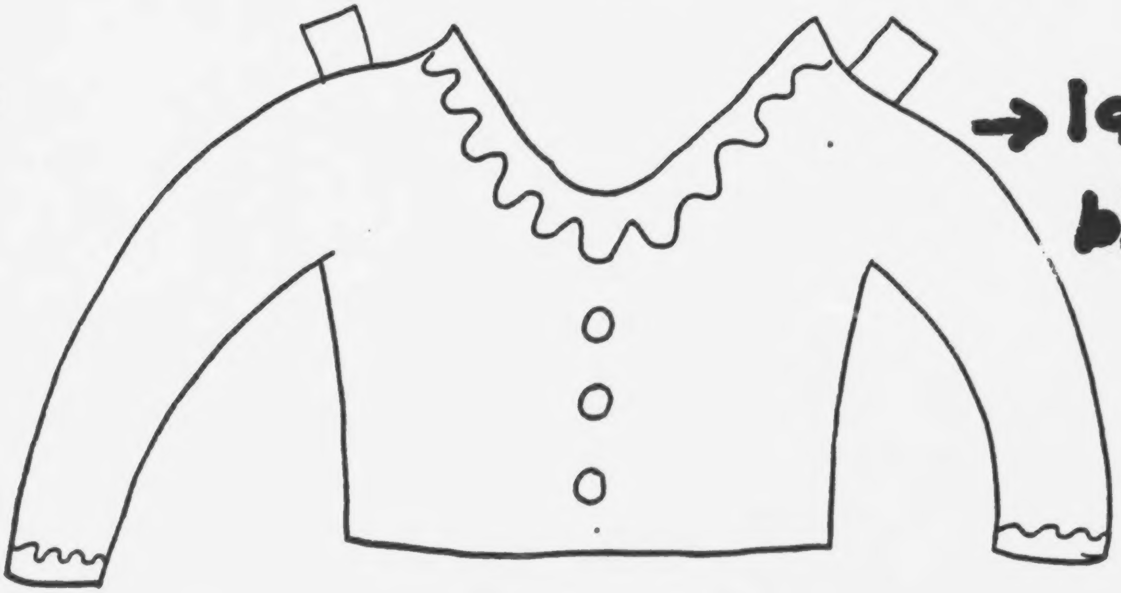
LES VÊTEMENTS DE MME SOURIS

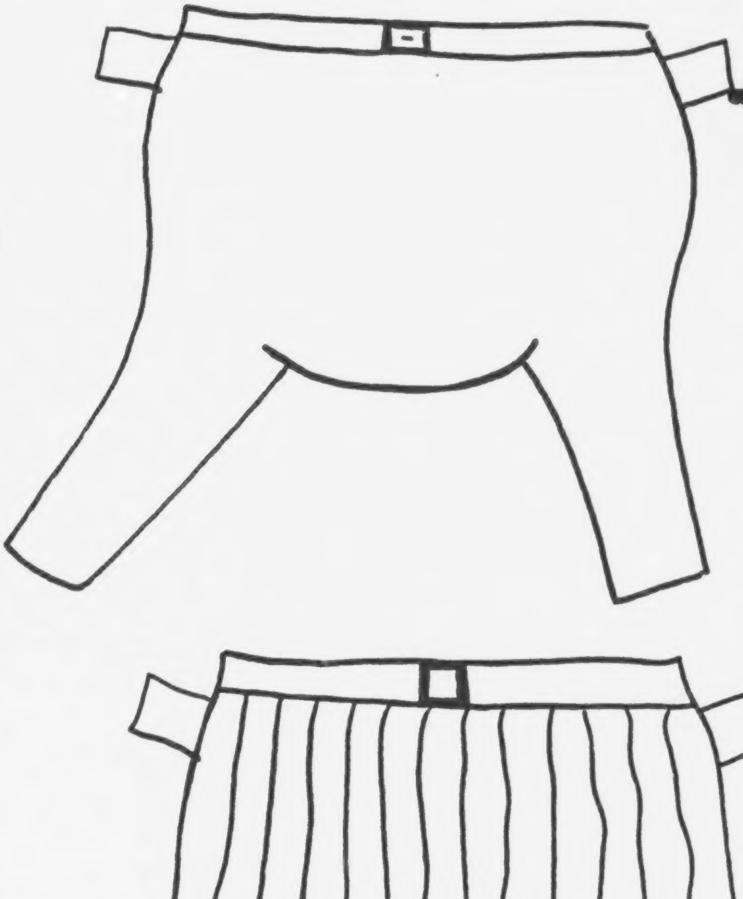

Mickey
Mouse

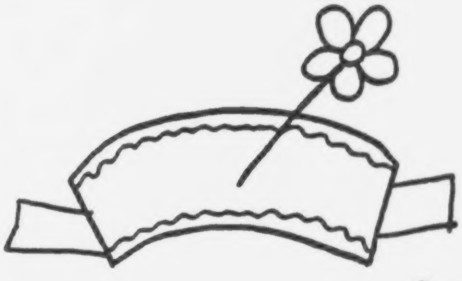
→ le t-shirt

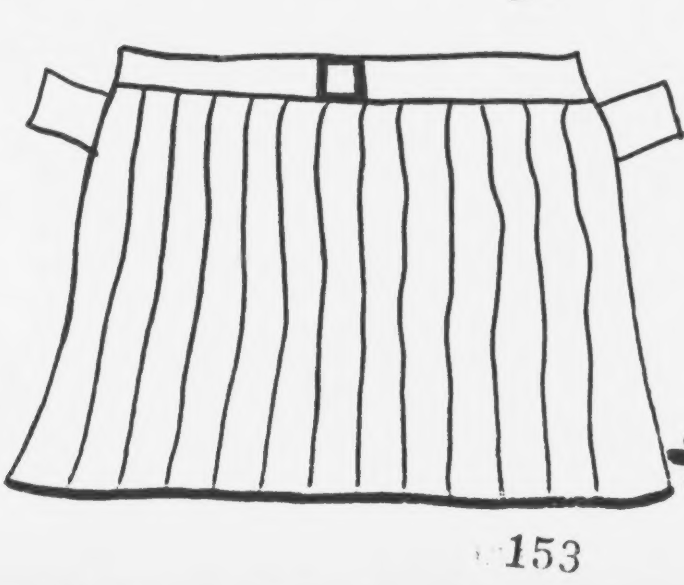


→ la robe


la blouse


le pantalon


le chapeau

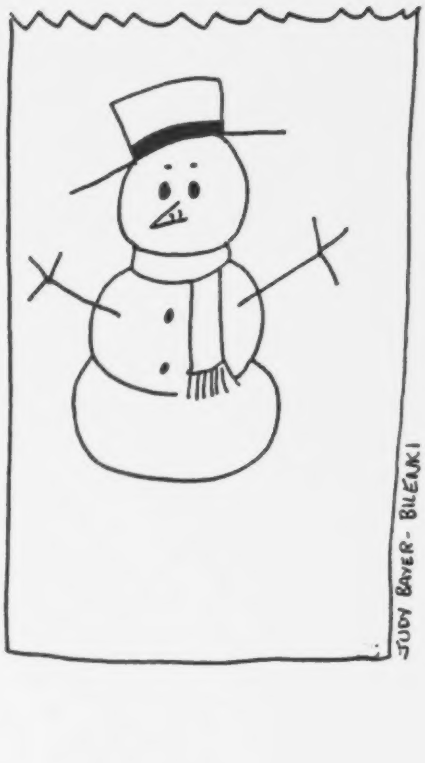

la jupe

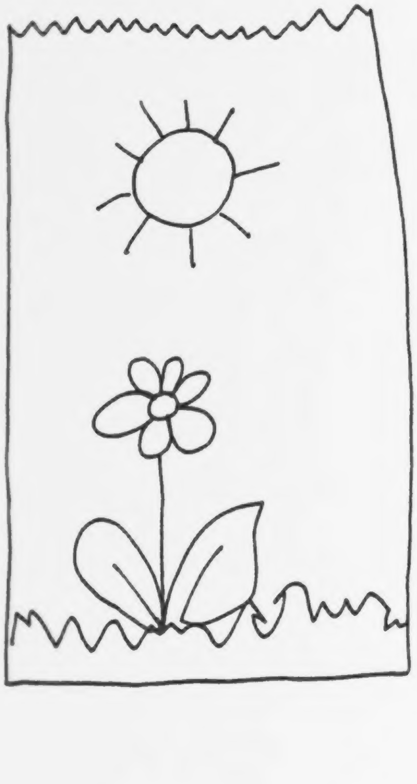
ACTIVITY

CLOTHING:

- Cut out colourful pictures of clothing from any magazine or catalogue, or ask the students to bring one picture of an article of clothing.
- Have 2 paper bags, one with a snowman drawn on it, another with a summer scene.
- Group students in 2 teams. Each child when it is his/her turn chooses an article of clothing and names it, using the structure:

"Voici ________ or C'est ________". Then he/she must put it into the correct bag.





DÉCEMBRE

Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. L'hiver
2. Noël et les jouets

M et 1e ANNÉE

A. COMPTINES

1. Beau Noël

Beau Noël
Apporte des jouets
Aux petits enfants

Beau Noël, beau Noël,
Apporte du bonheur
À tous nos parents

2. Pour Noël

Pour Noël, je voudrais un ballon,
Pour Noël, je voudrais un camion,
Pour Noël, je voudrais un train,
Pour Noël, je voudrais des patins,
Pour Noël, je voudrais une trompette,
Pour Noël, je voudrais une trotinette
Mais d'oû viendront ces beaux jouets?
C'est le Père Noël qui va les apporter.

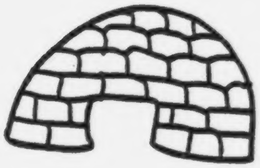
* (This comptine lends itself to Christmas concerts where students could hold up a picture corresponding to the object mentioned while the entire class recites the "comptine".)

3. Le père Noël

Deux petits yeux
Un petit nez
Deux joues rouges
Un sourire gai
Un gros sac
Sur le dos
C'est le Père Noël
Qui dit: "Ho! Ho! Ho!"

4. **Ma maison**

Ma maison est tout en rond
Ma maison est en glaçons
Dans ma maison, il fait bon,
Dans ma maison, il fait doux.
Ma maison est un iglou!



5. **Chacun chez soi**

Il fait froid
Dans les bois.

Petit ourson
Dans sa maison.

Petit oiseau
Sous son duvet.

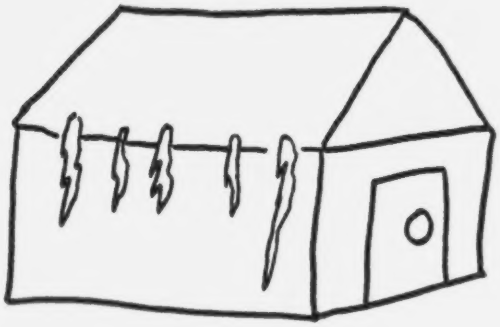
6. **Glaçons**

Joli glaçon
Tout rond.

Petit glaçon
Qui fond.

Vilain glaçon
Tout froid.

Dans mes doigts!



CHANSON

1. **Qui est sous la table?** (Tune: "Did You Ever See A Lassie?)

Oh, qui est sous la table
Sous la table, sous la table
Oh, qui est sous la table
*C'est ma tuque bleue.

*Can be changed to: C'est mon écharpe jaune.
C'est mon manteau gris.
C'est mon chandail rouge.

CHANSONS

1. Le Pêre Noël

Le Pêre Noël a trois cadeaux
Le Pêre Noël a trois cadeaux
Un grand et deux petits cadeaux
Un grand et deux petits cadeaux
Le grand cadeau est pour papa
Et les deux autres pour maman
Ah ah ah oui vraiment
Le Pêre Noël est bien charmant

2. VOILÃ C' QUE LE PETIT NOËL

Voilã c' que le petit Noël m'emporte en cadeau du ciel
Un violon qui fait zing (9)
Un tambour qui fait boum (9)
Une trompette qui fait too (9)

Voilã c' que le petit Noël m'emporte en cadeau du ciel
Un petit chien qui fait wouf (9)
Un petit chat qui fait miaou (9)
Un mouton qui fait bêê (9)

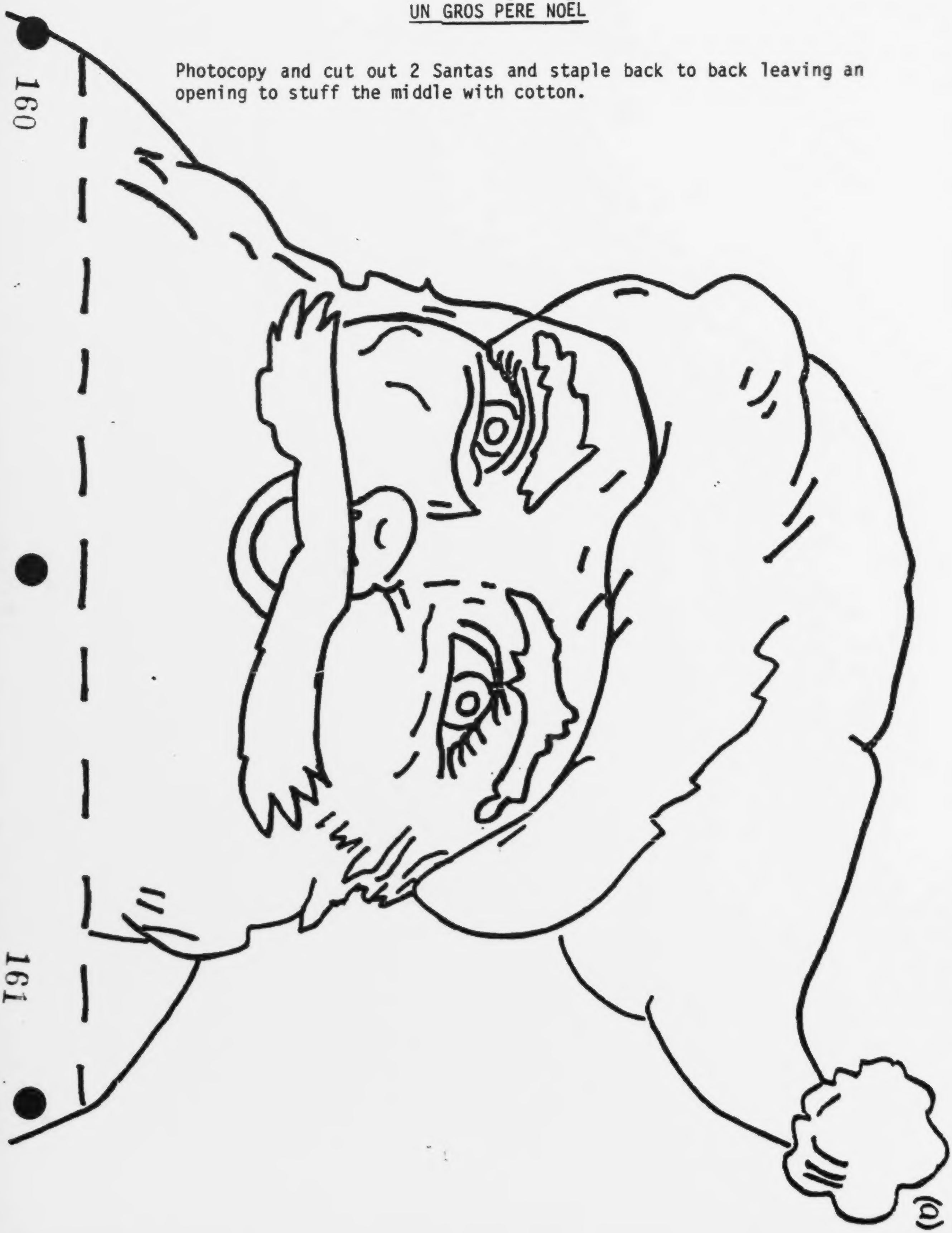
Voilã c' que le petit Noël m'emporte en cadeau du ciel
Une auto qui fait vroum (9)
Un marteau qui fait toc (9)
Un fusil qui fait pan (9)

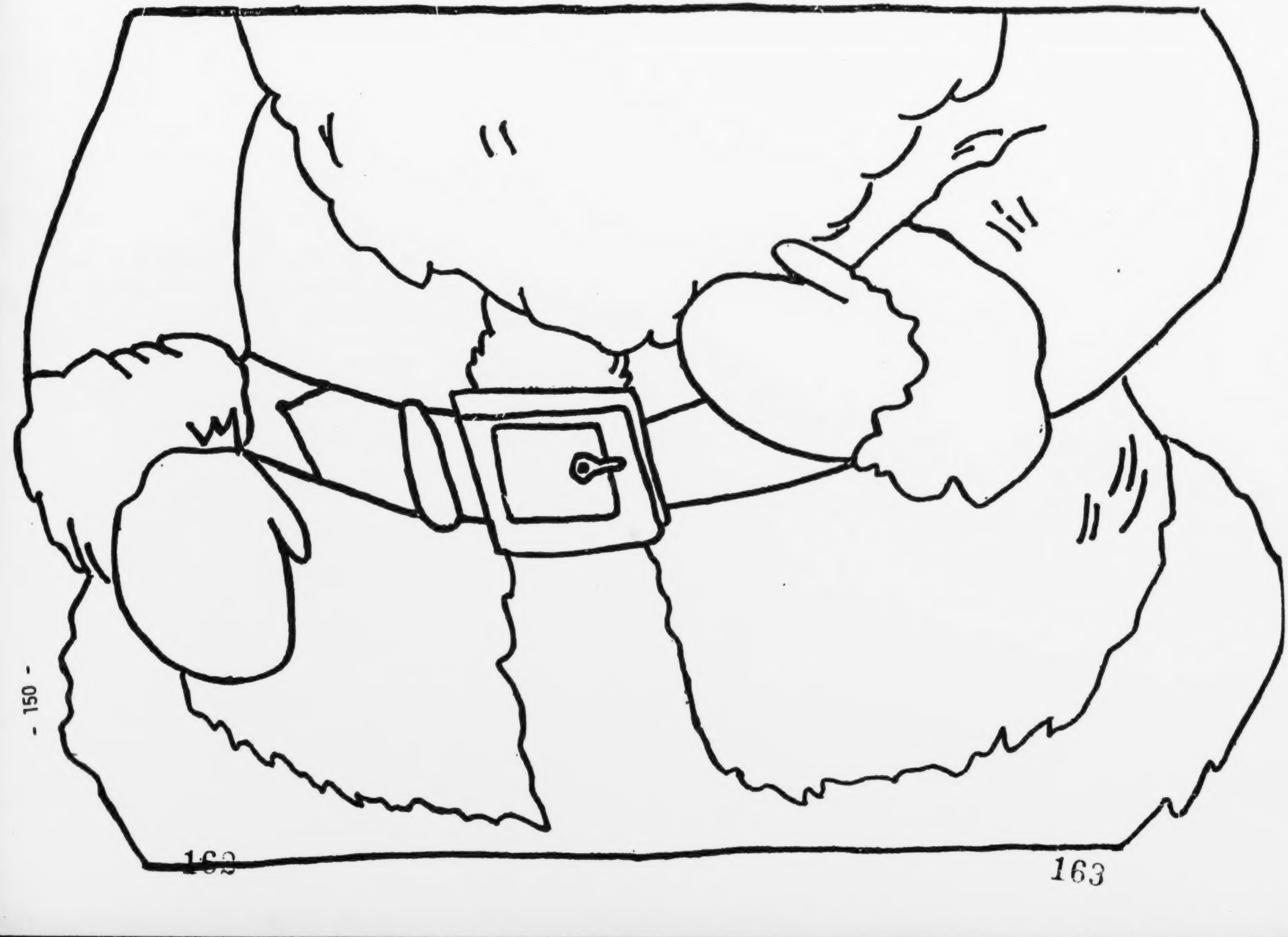
Vrroum!
Vrroum!

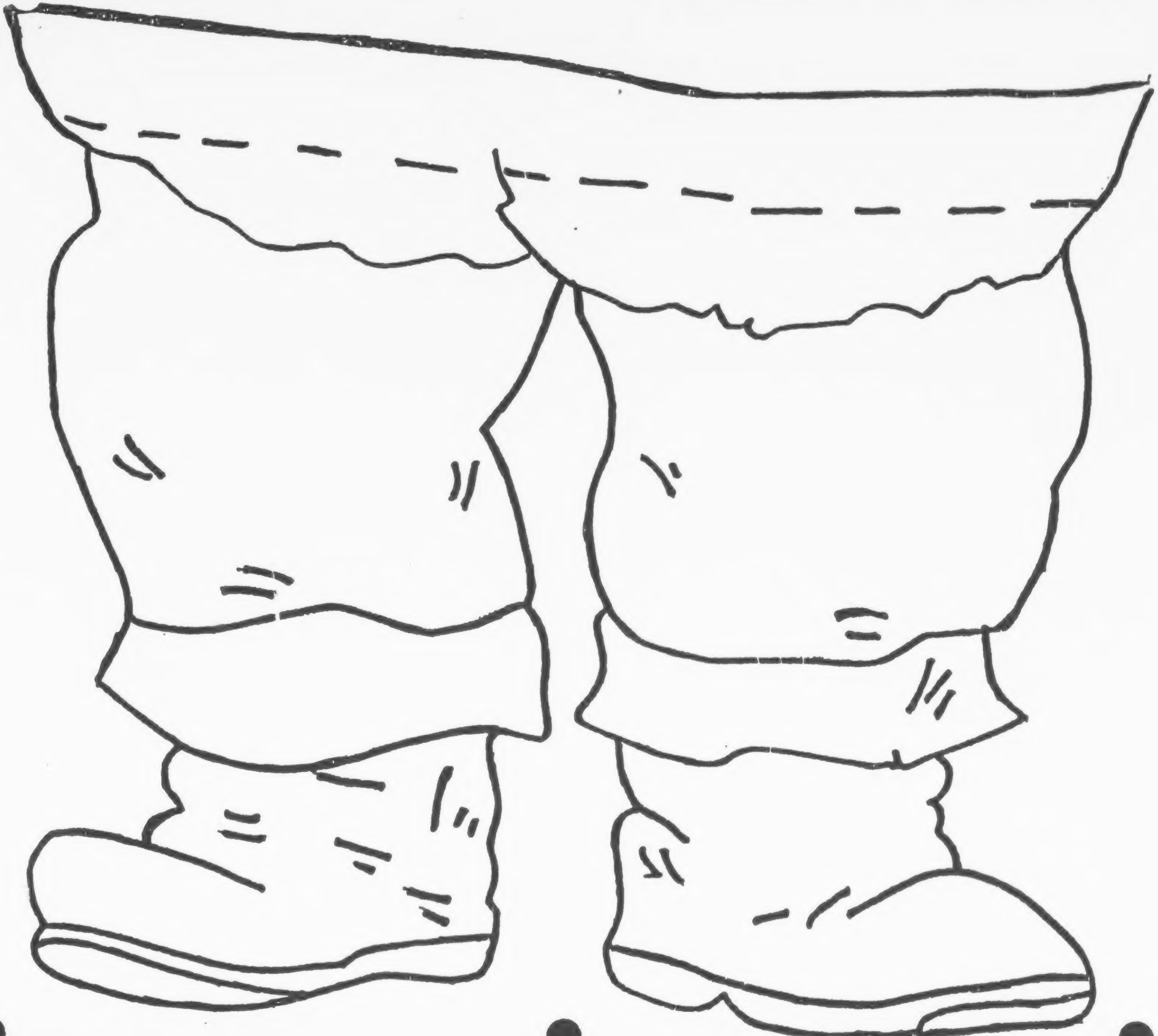
NOËL ET LES JOUETS

UN GROS PÈRE NOËL

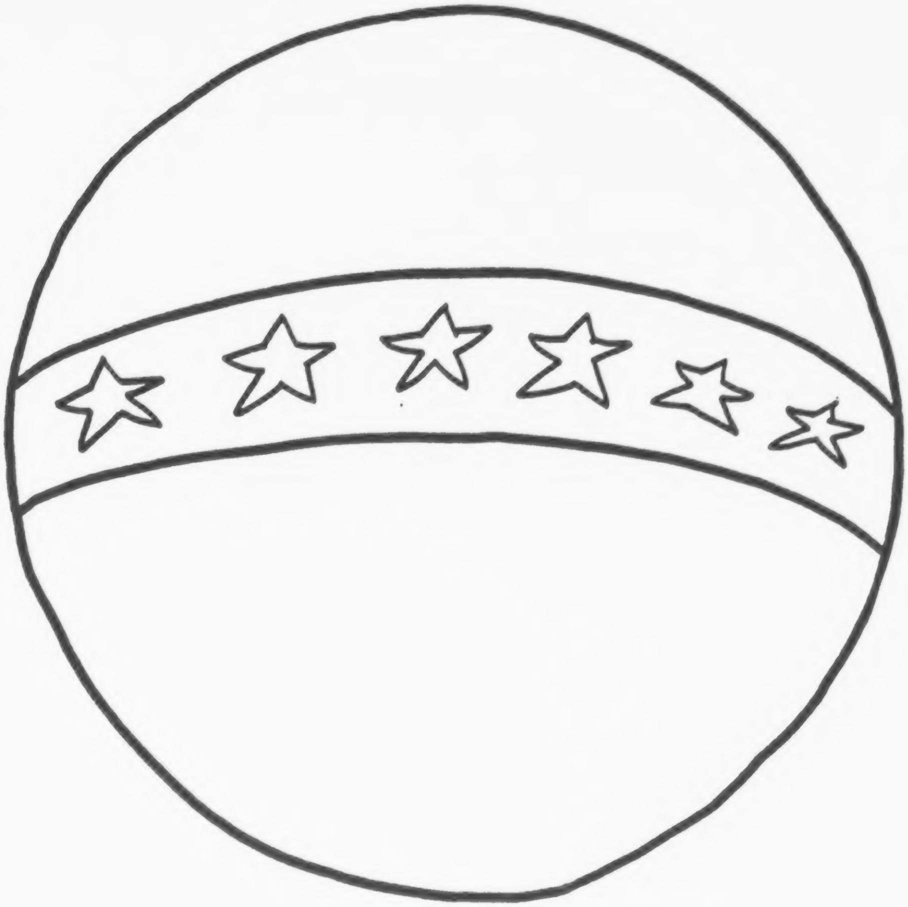
Photocopy and cut out 2 Santas and staple back to back leaving an opening to stuff the middle with cotton.



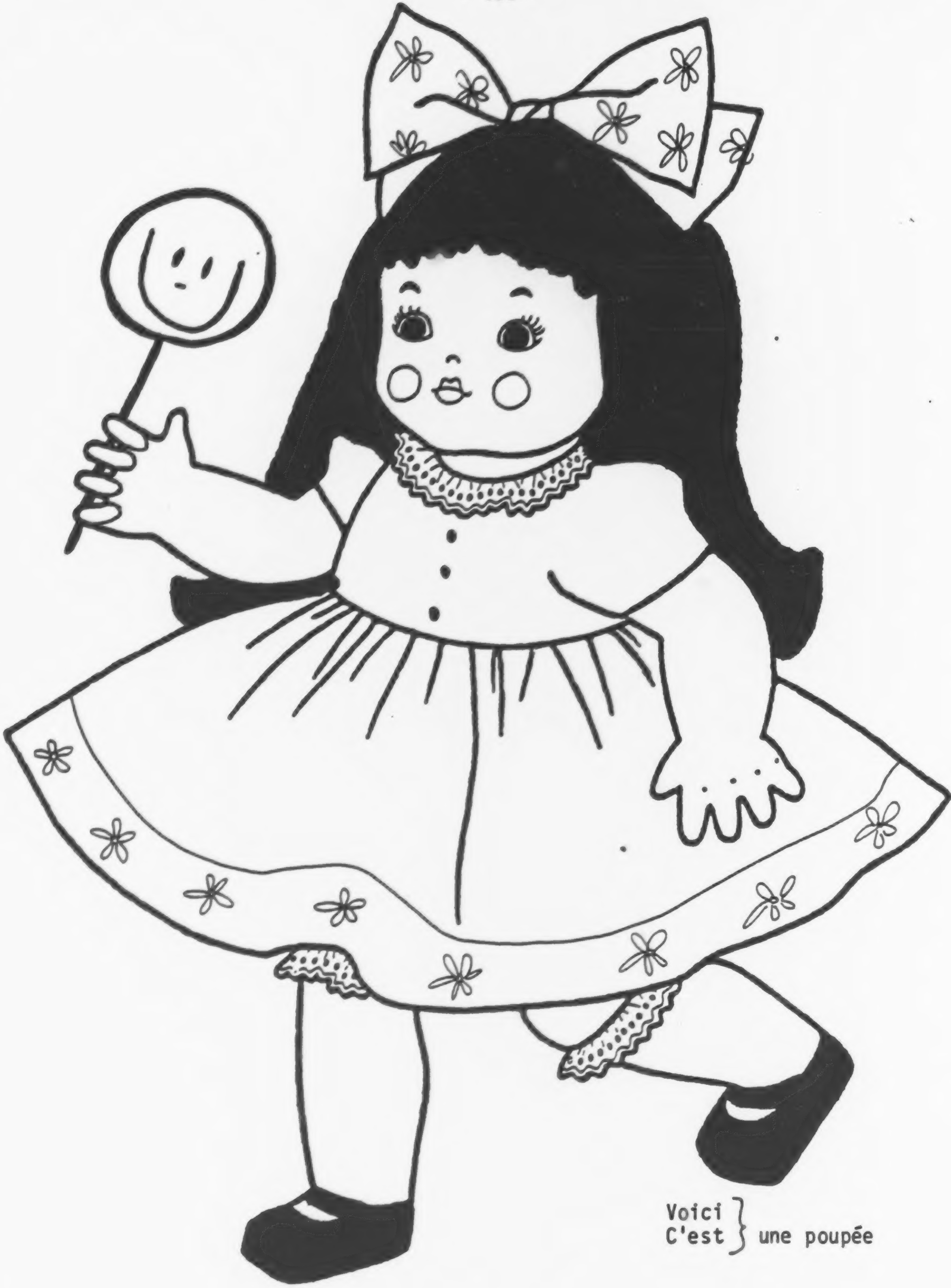



(c)

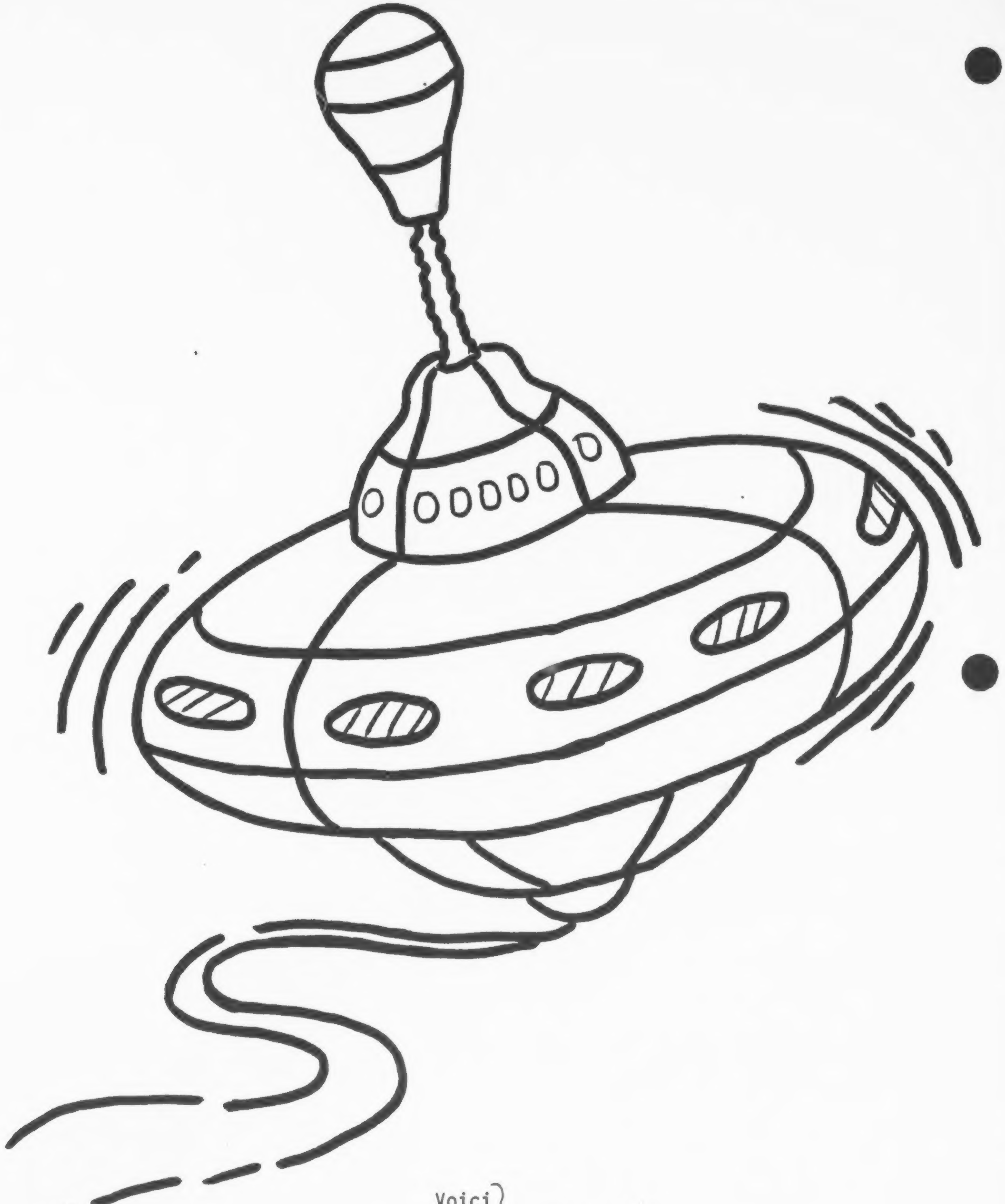
The following drawings may be used with the structures:
"C'est ________ and Voici ________ "



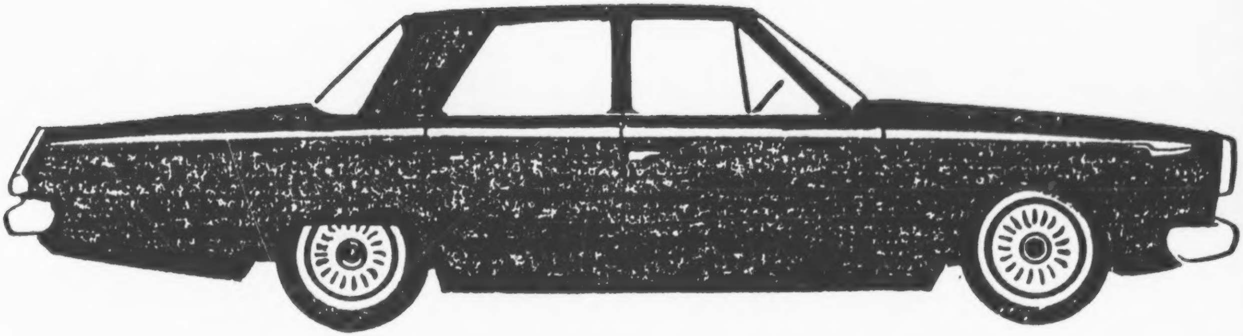
C'est }
Voici } une balle



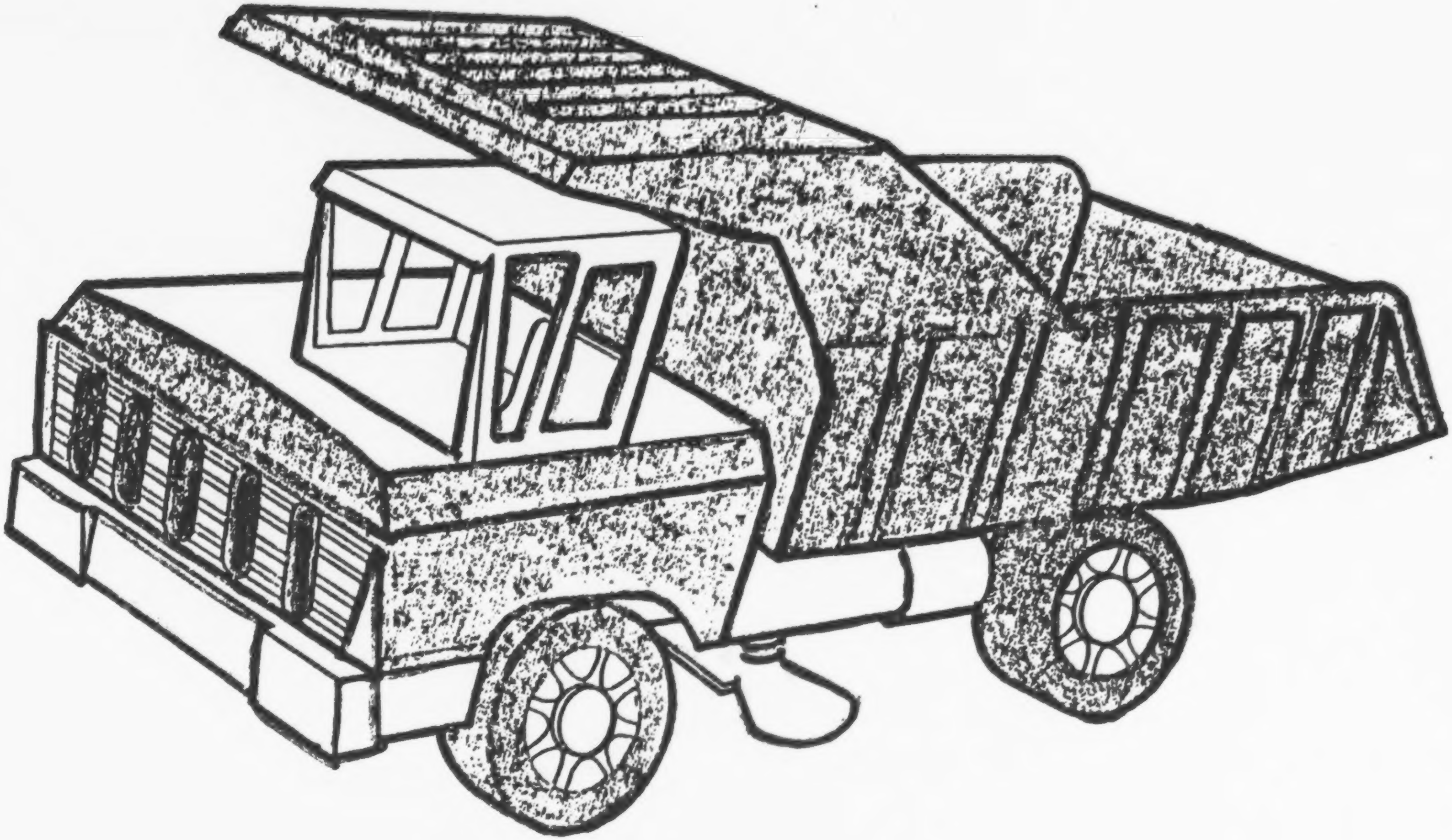
Voici } une poupée
C'est }



Voici } une toupie
C'est }



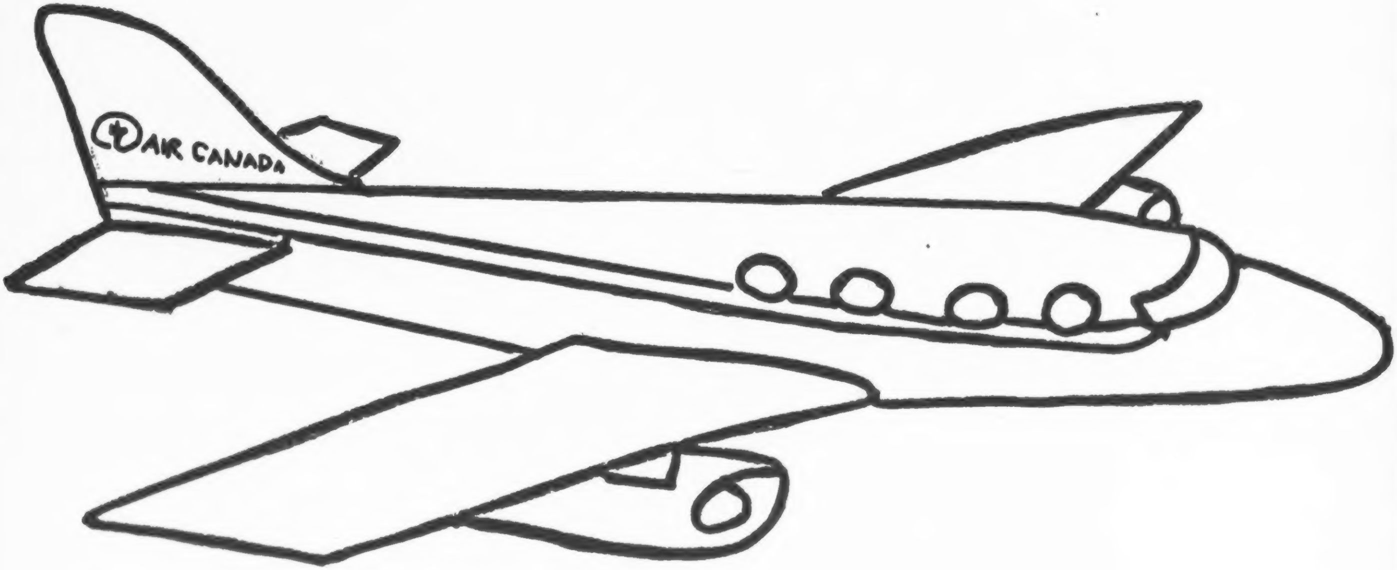
$\left.\begin{array}{l}\text{Voici}\\\text{C'est}\end{array}\right\}$ une auto



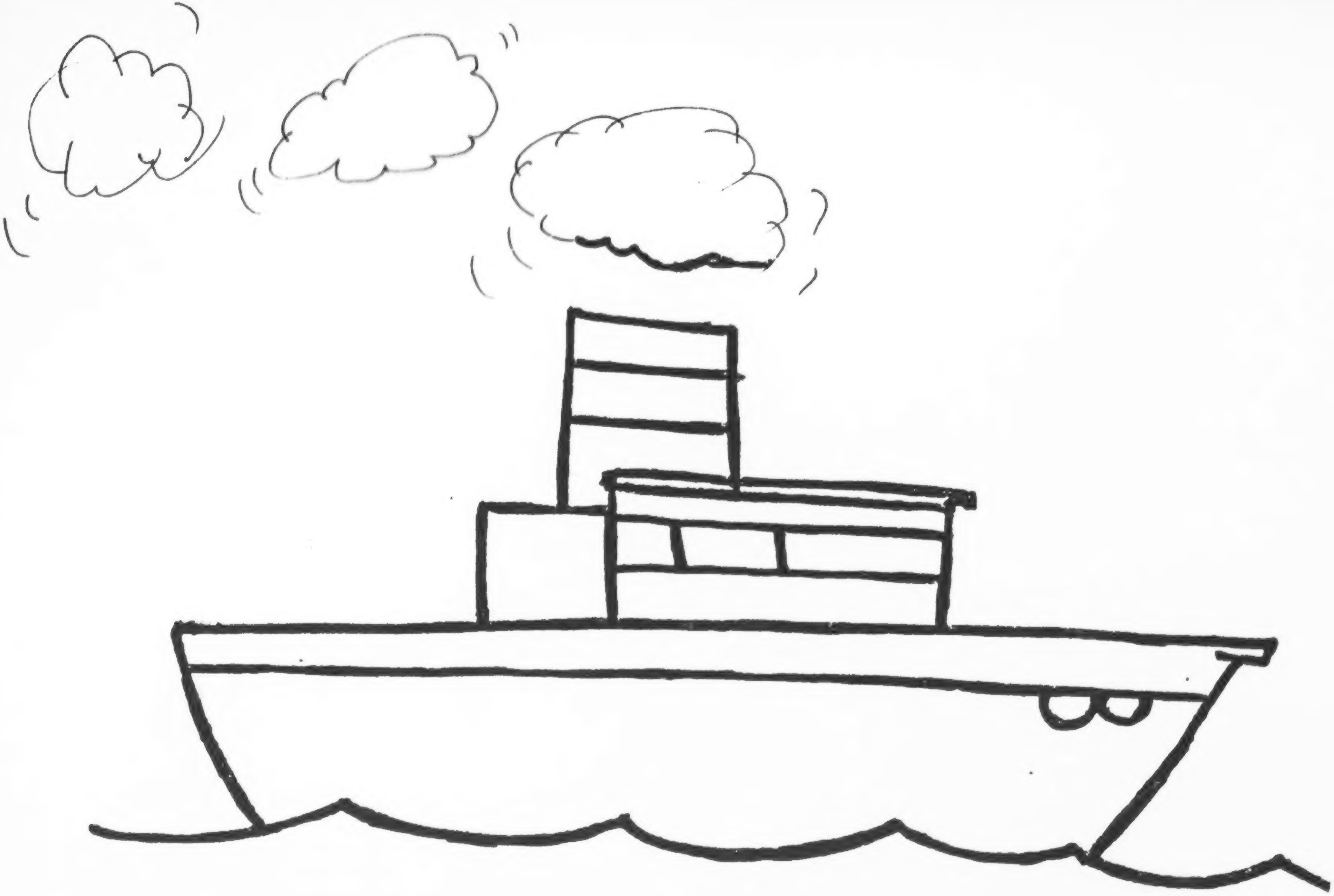
Voici }
C'est } un camion

170

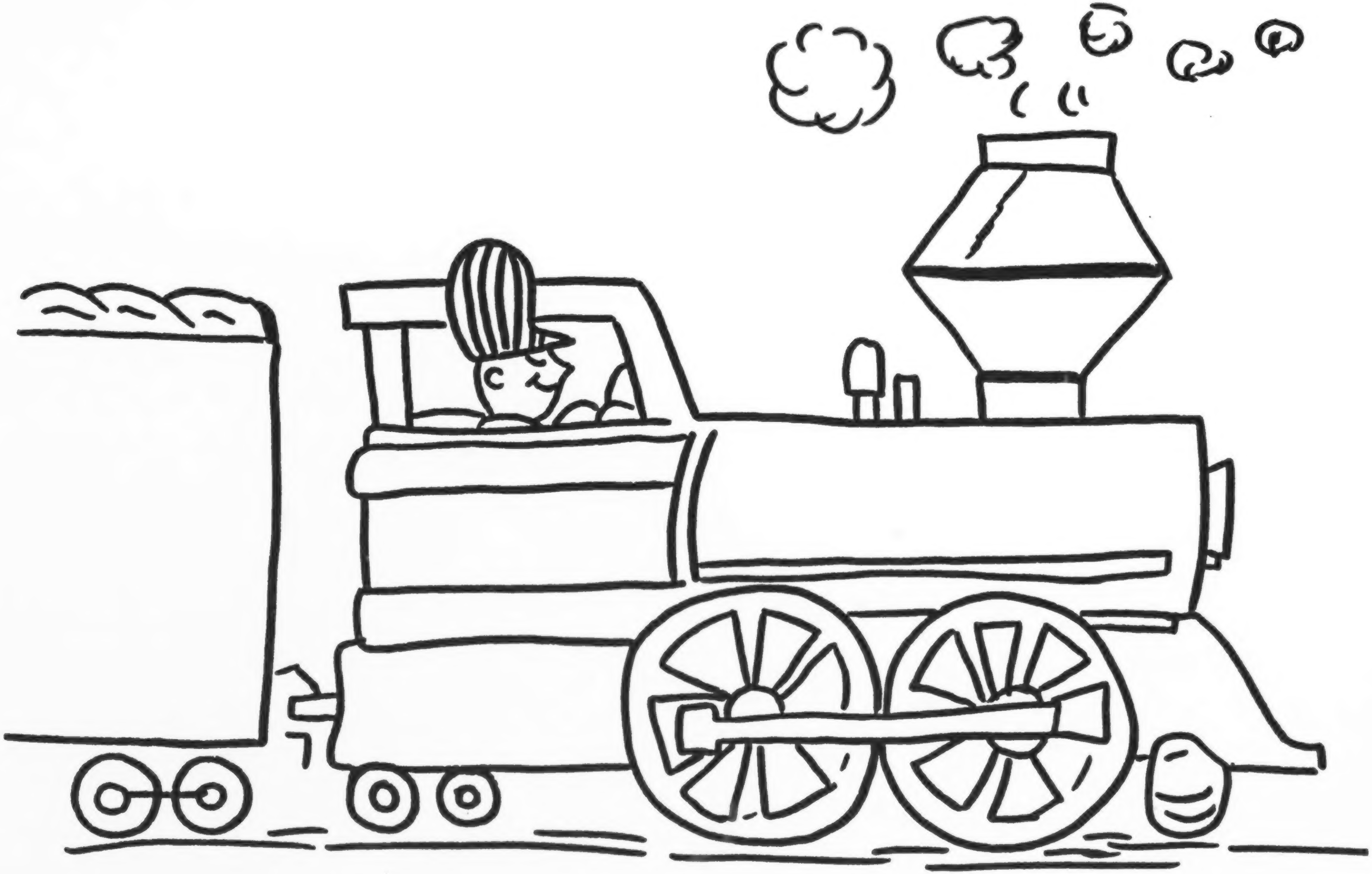
171



Voici } un avion
C'est }



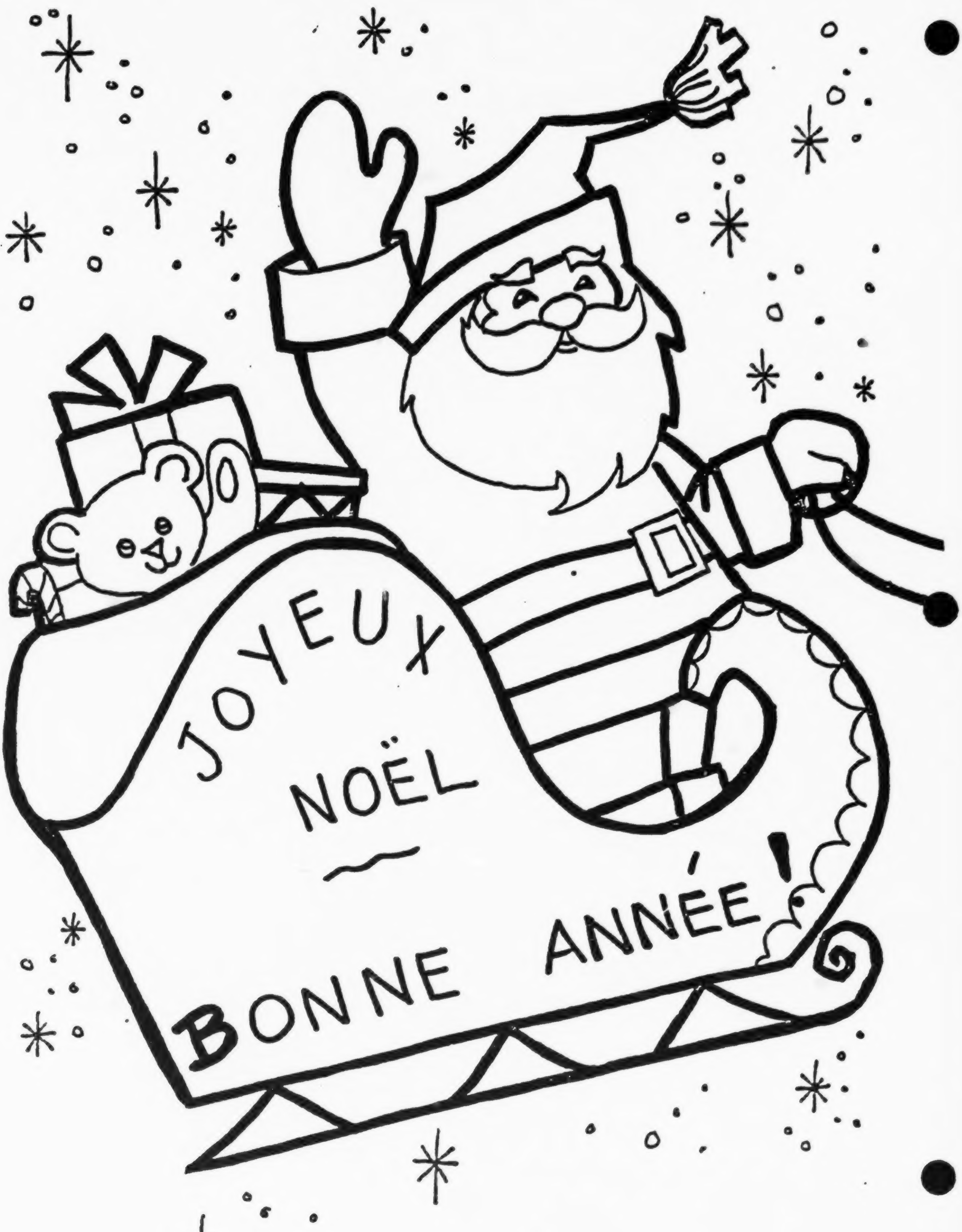
Voici }
C'est } un bateau

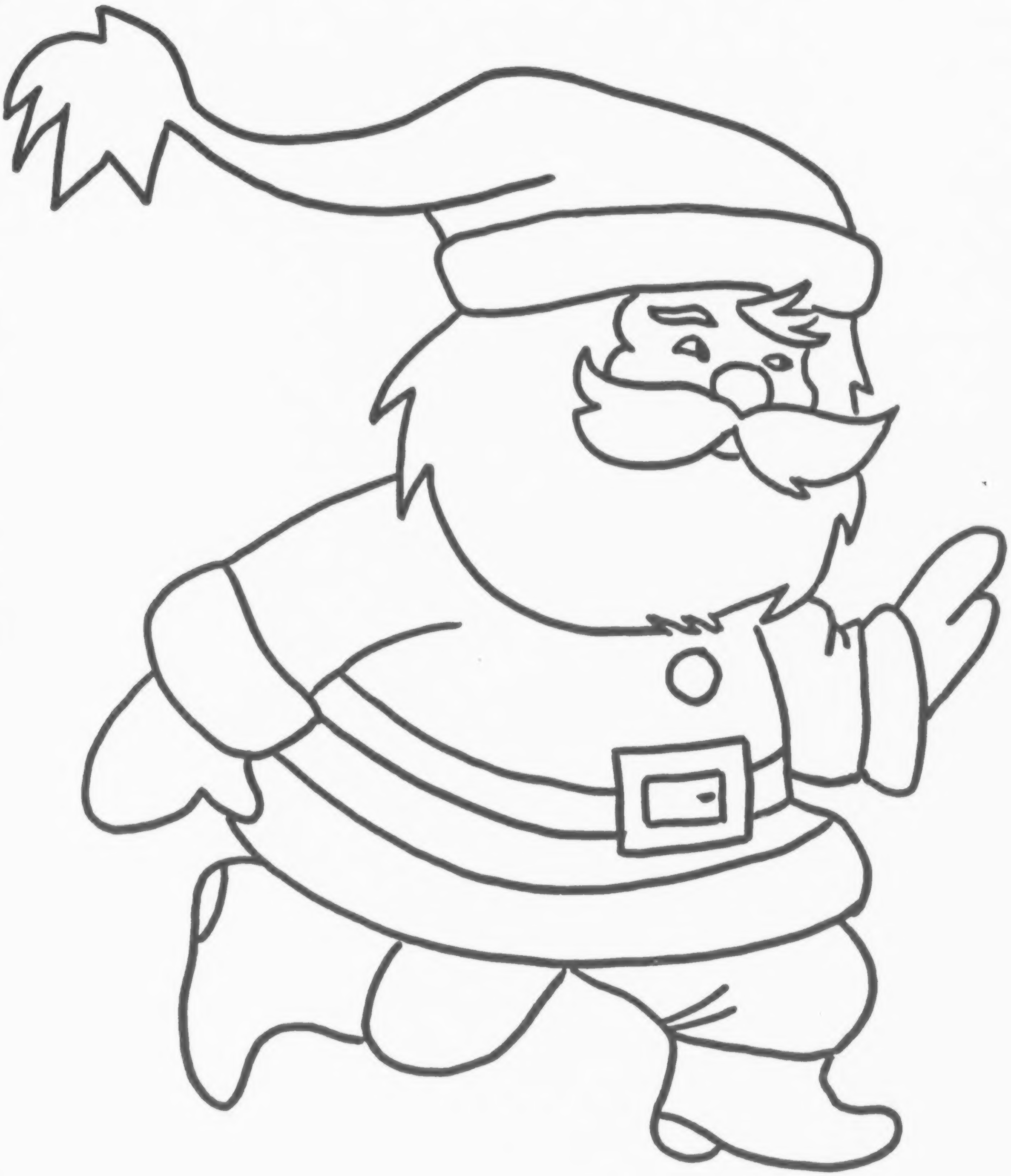


Voici }
C'est } un train

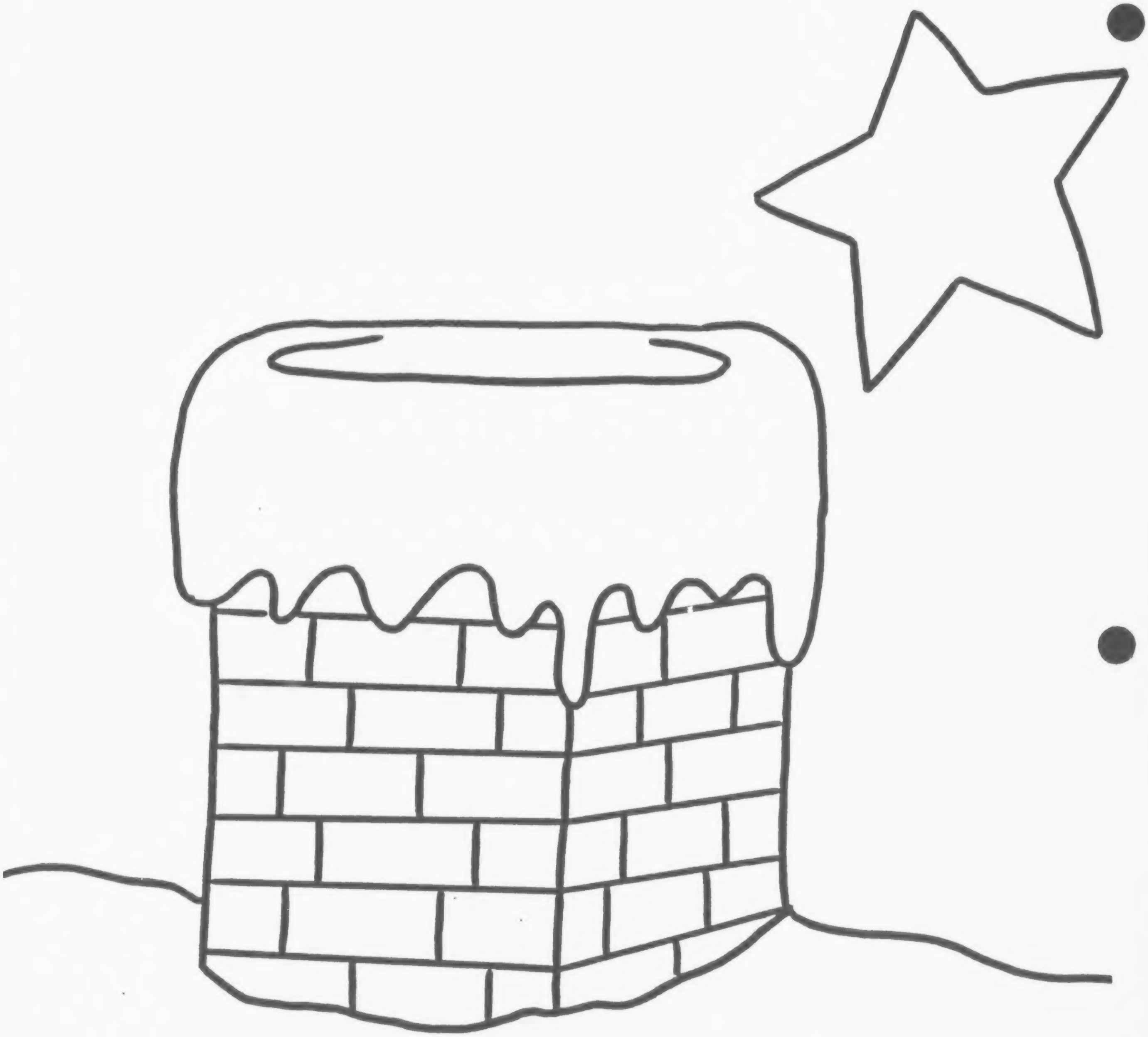
175

176

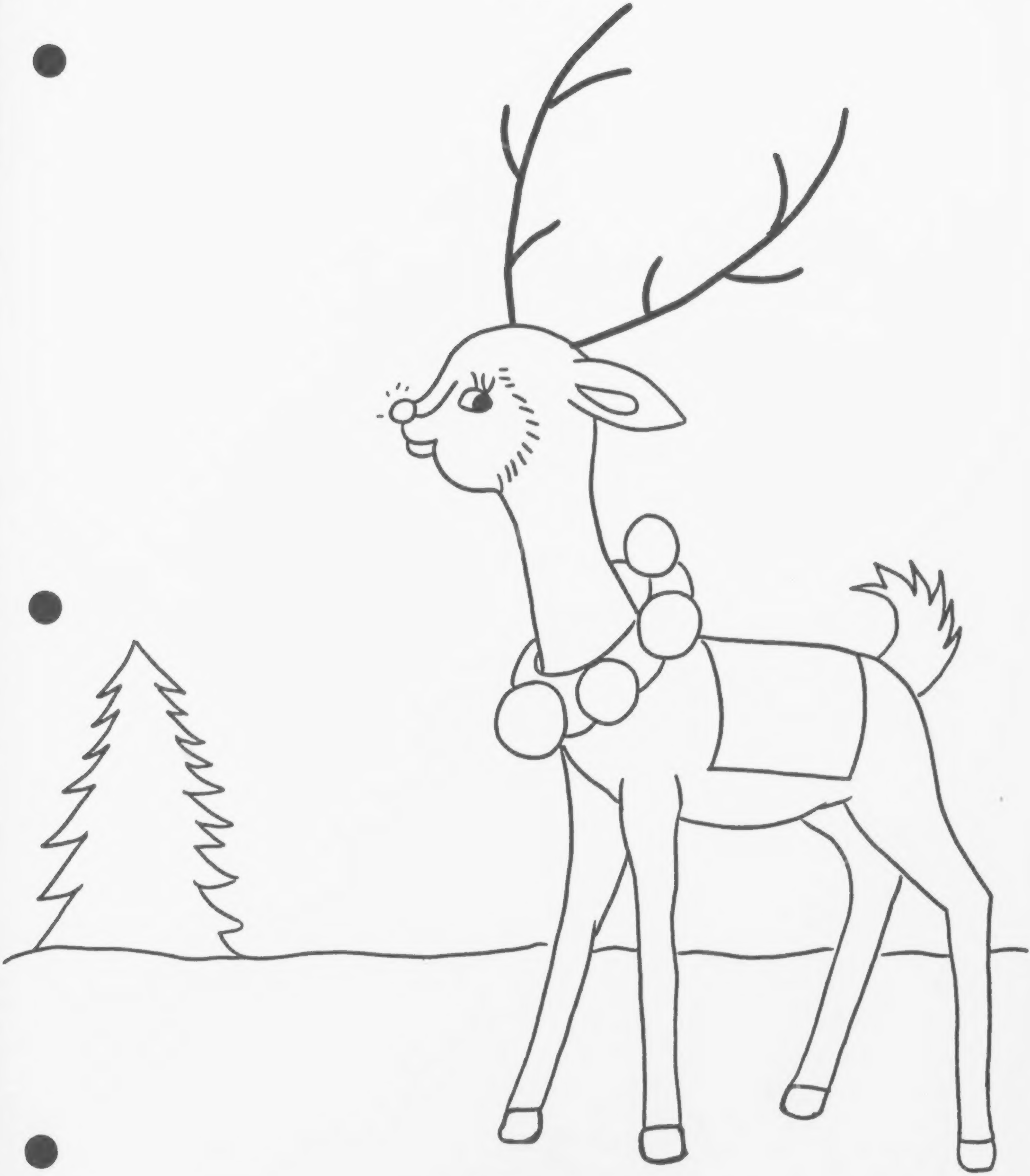

JOYEUX
NOËL
~
BONNE ANNÉE!



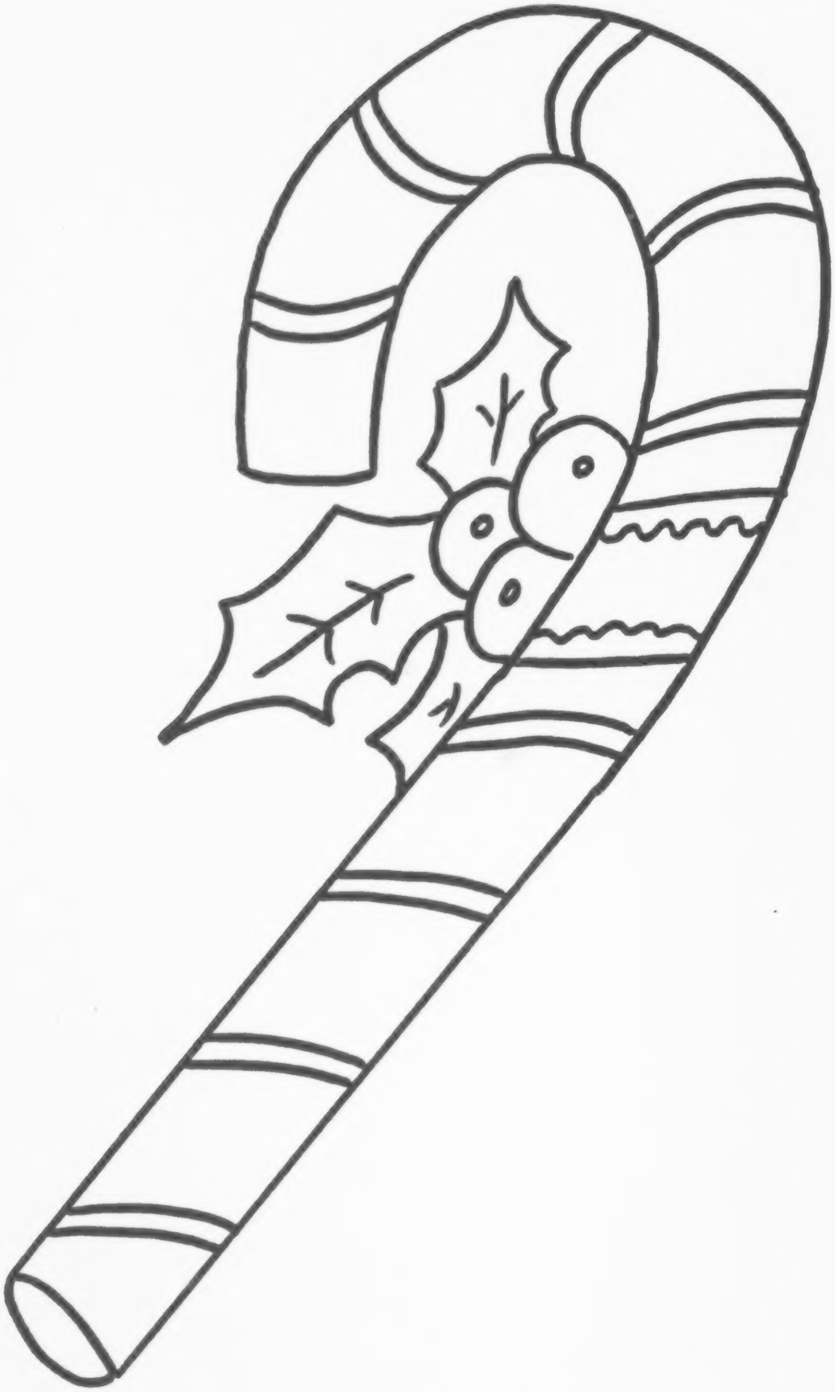
Voici }
C'est } le Père Noël



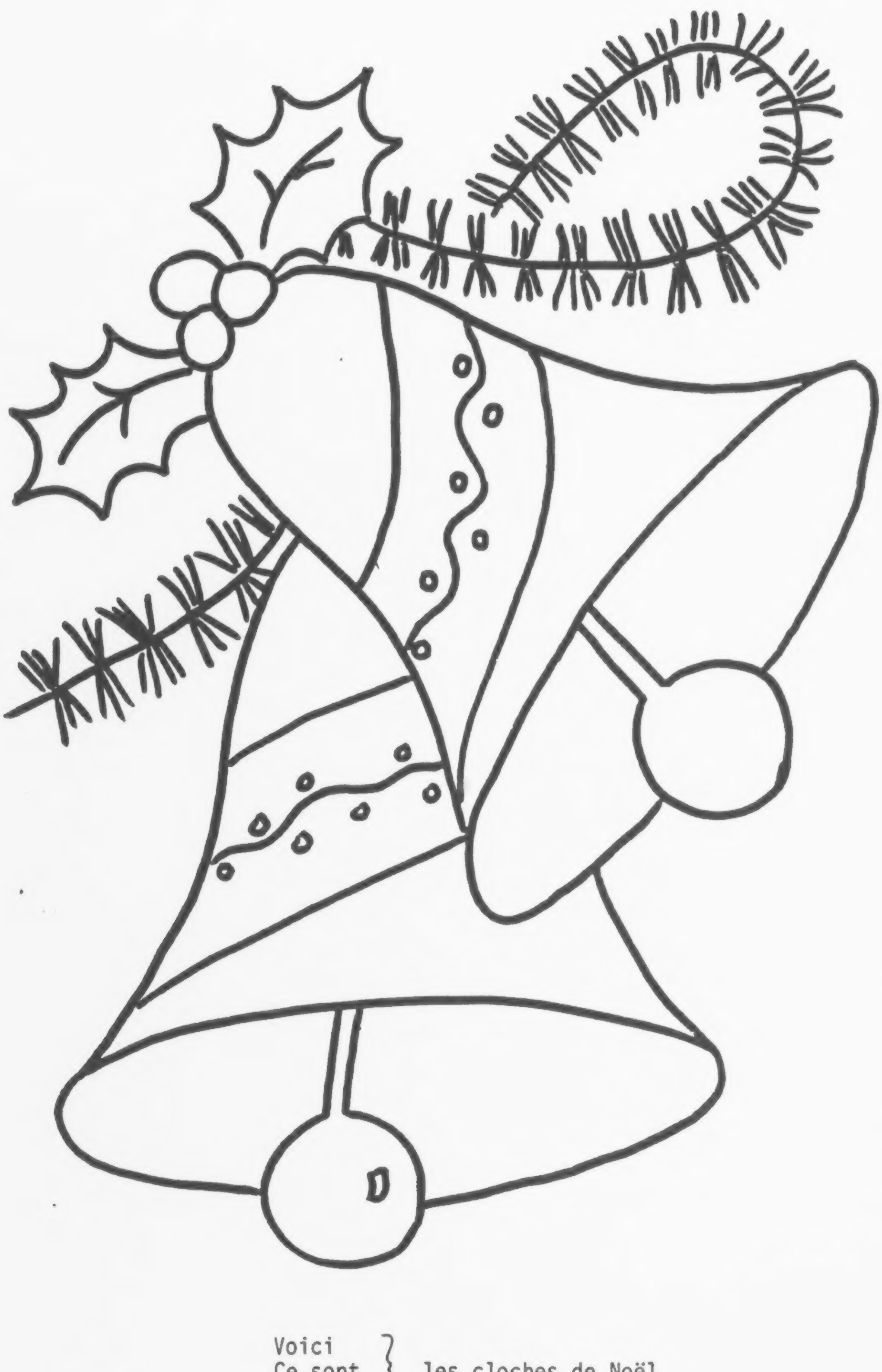
Voici }
C'est } une cheminée



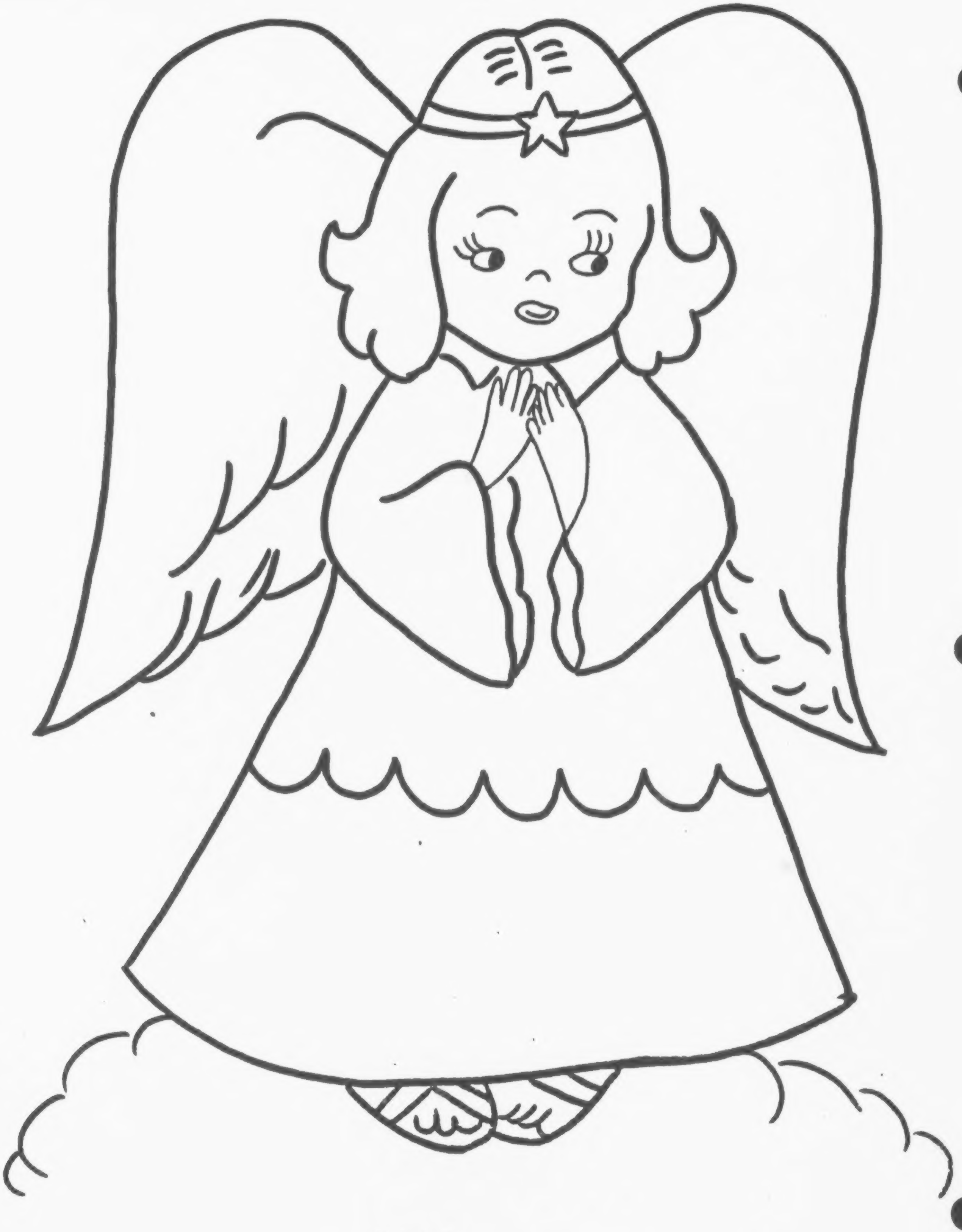
Voici }
C'est } un renne



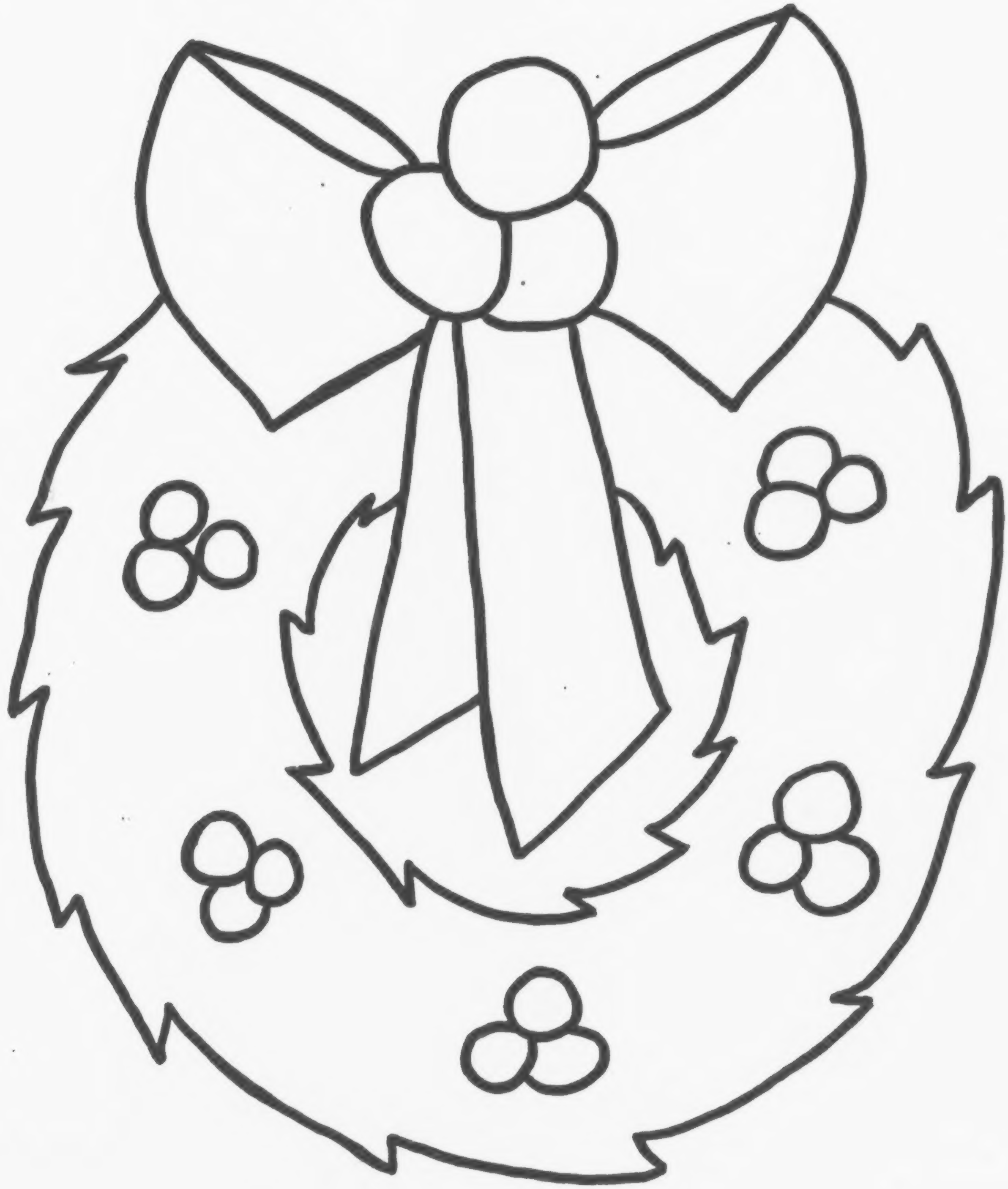
Voici
C'est } la canne de Noël



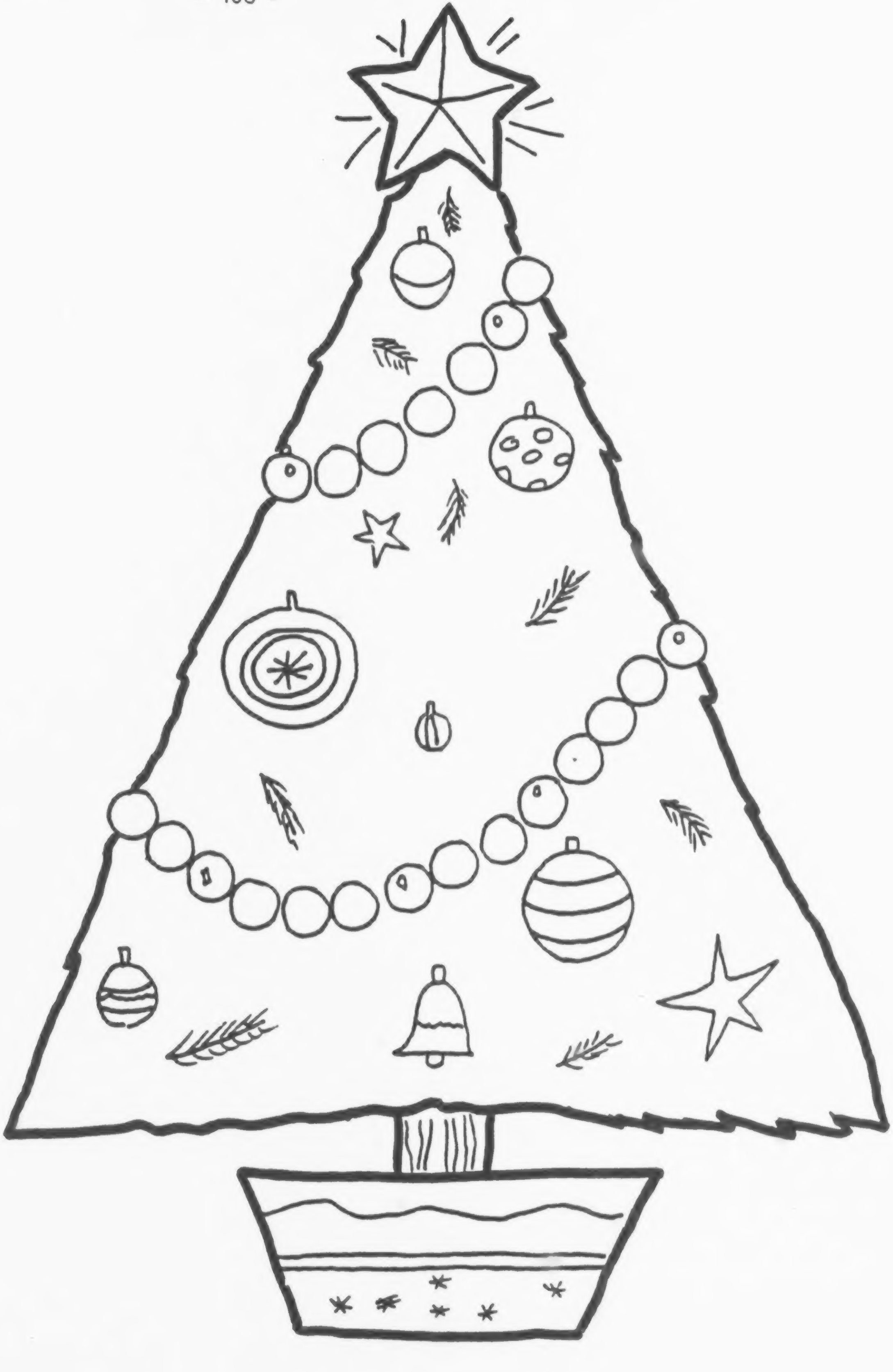
Voici
Ce sont } les cloches de Noël.



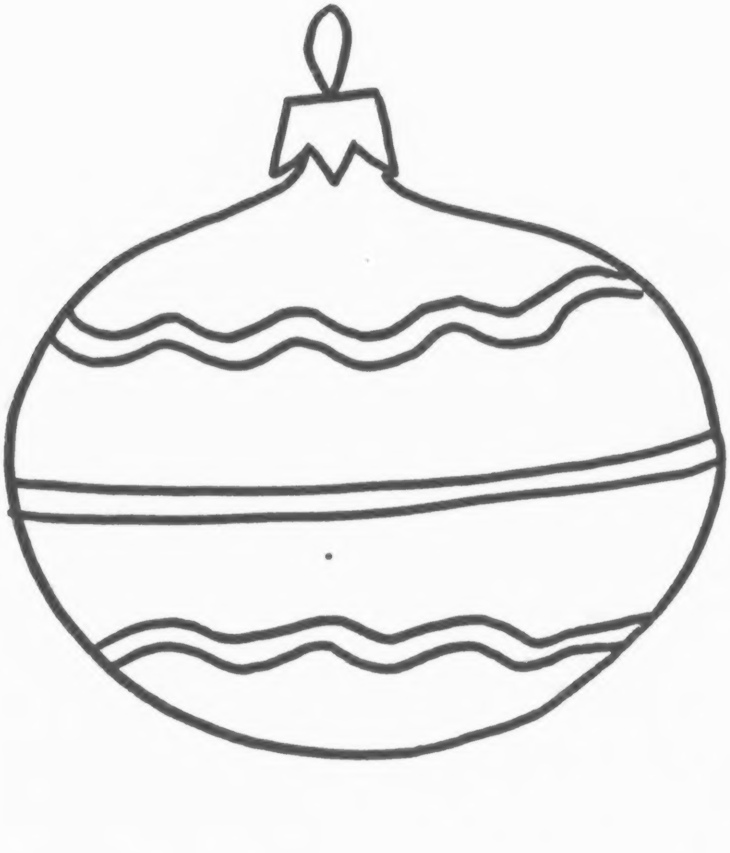
Voici } un ange
C'est }



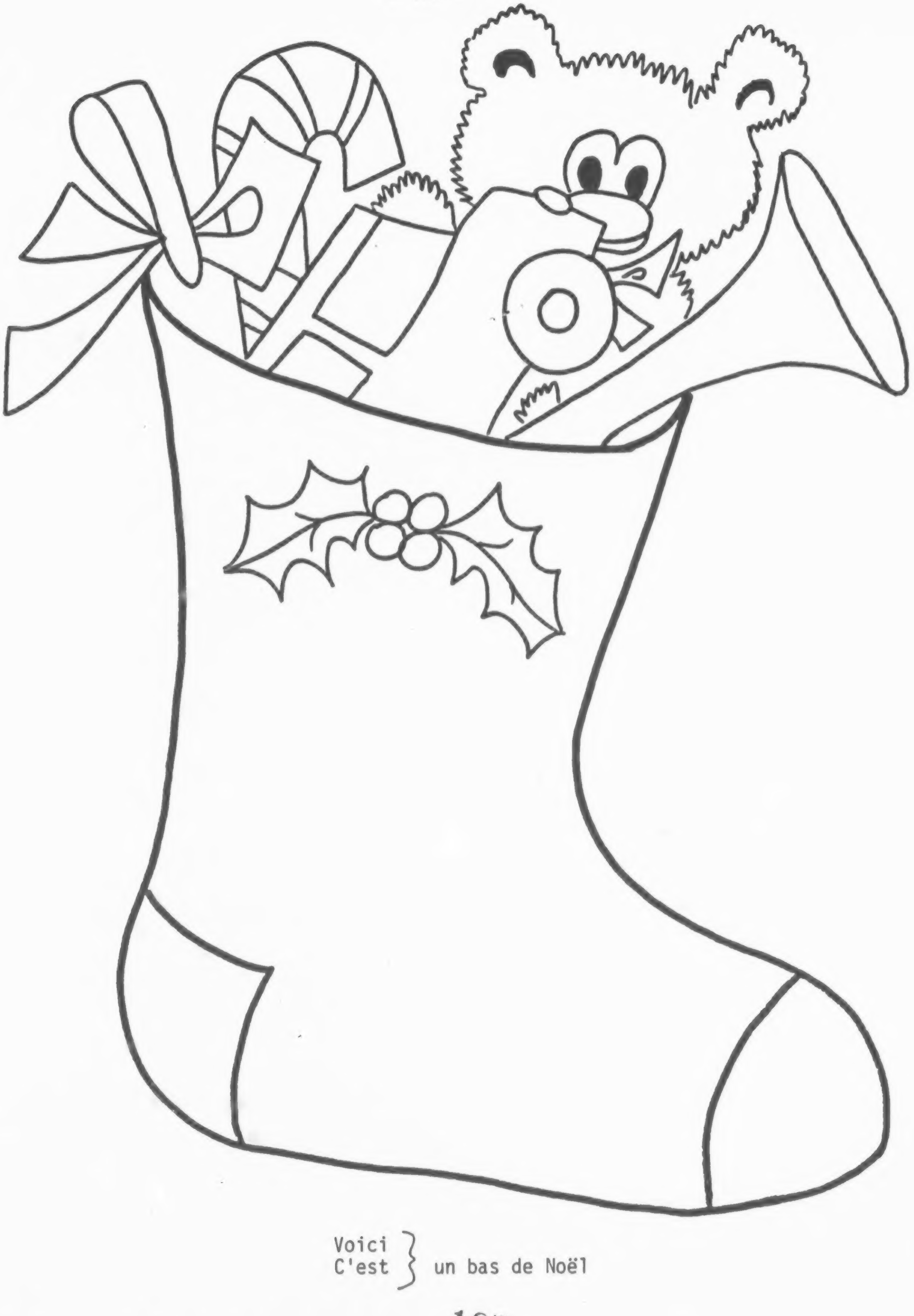
Voici ⎫
C'est ⎭ la couronne de Noël



Voici } l'arbre de Noël
C'est }

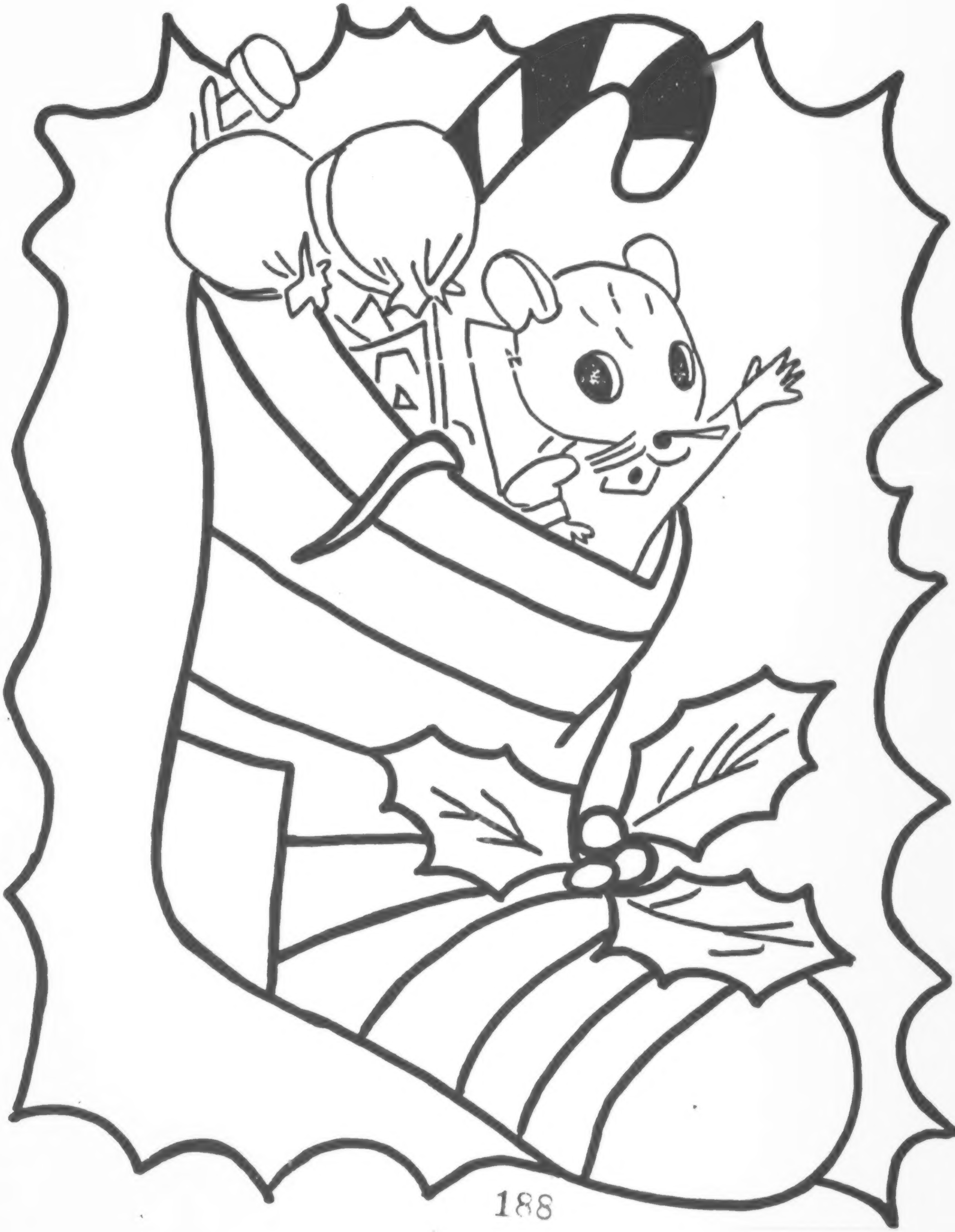


Voici }
C'est } une boule de Noël



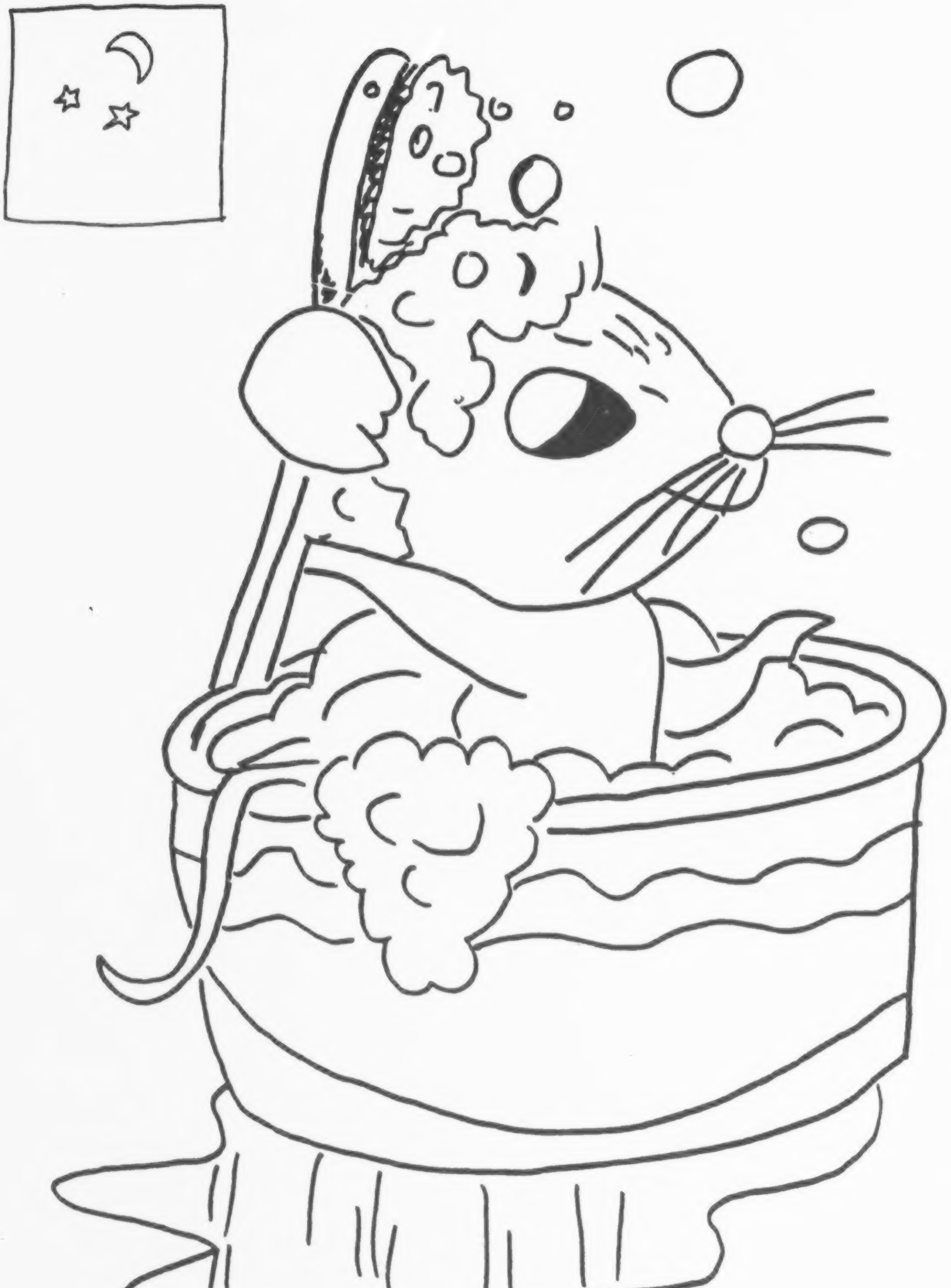
Voici
C'est } un bas de Noël

Le Noël de Mini

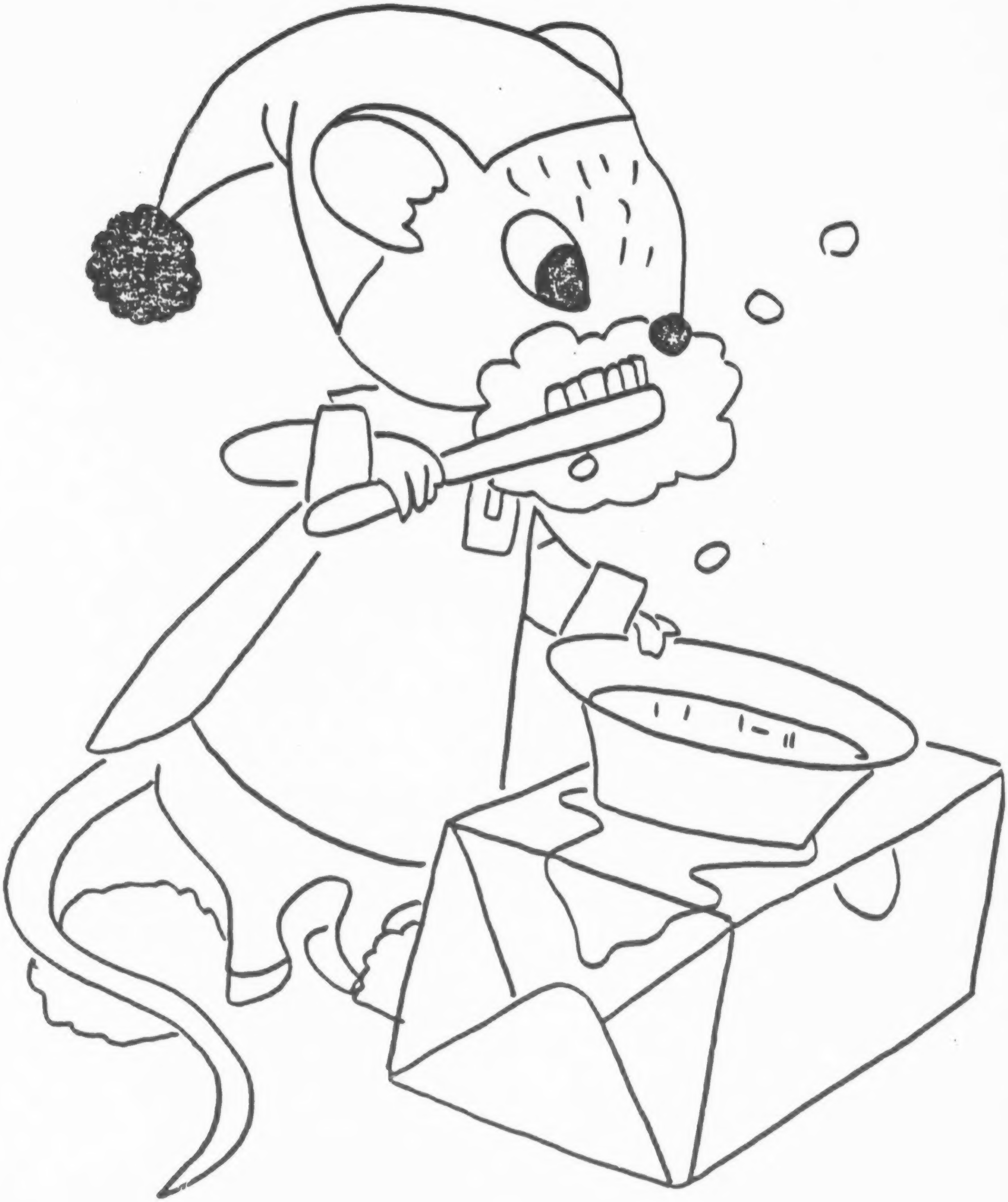


188

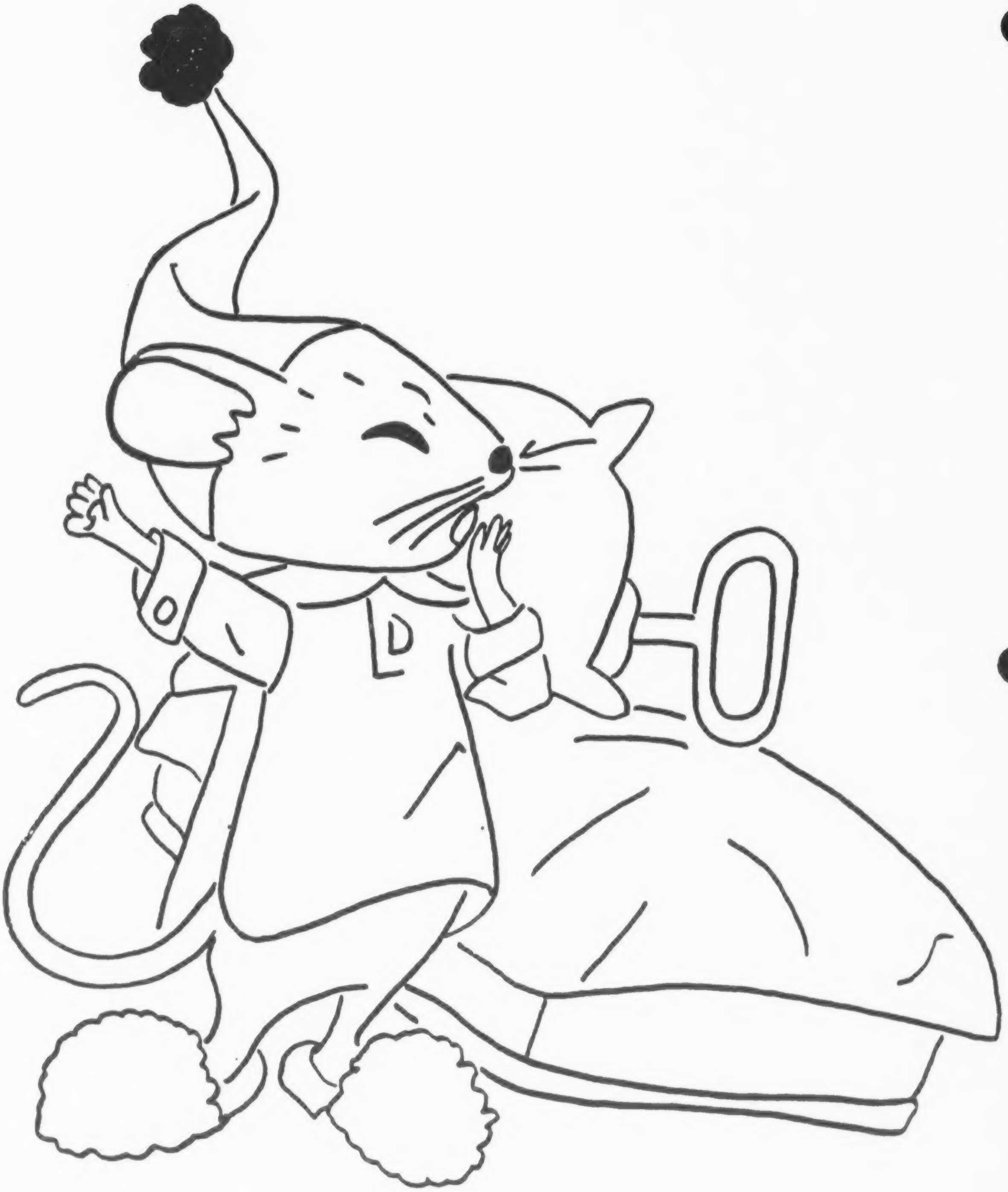
Salut, je m'appelle Mini.



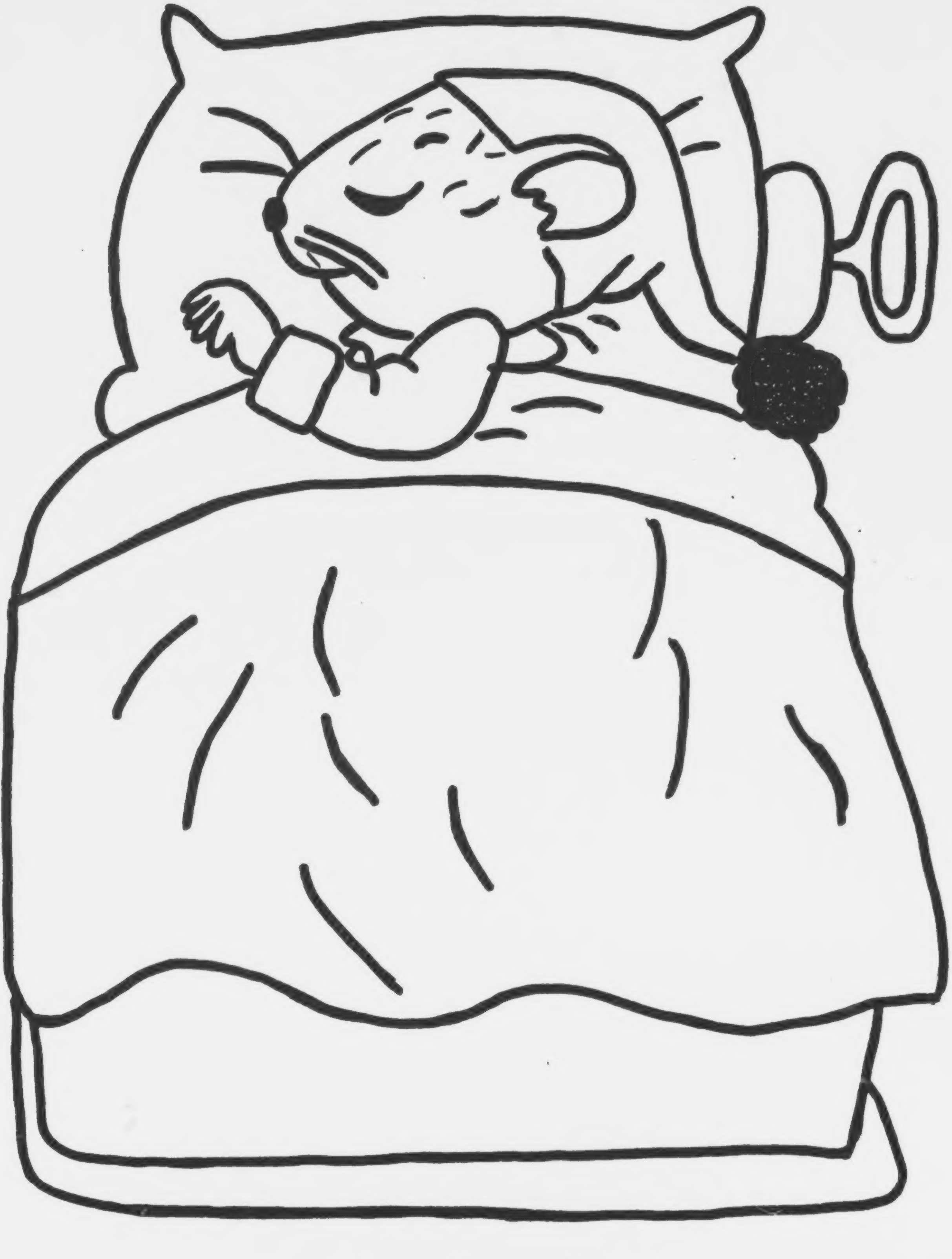
"Je me lave.



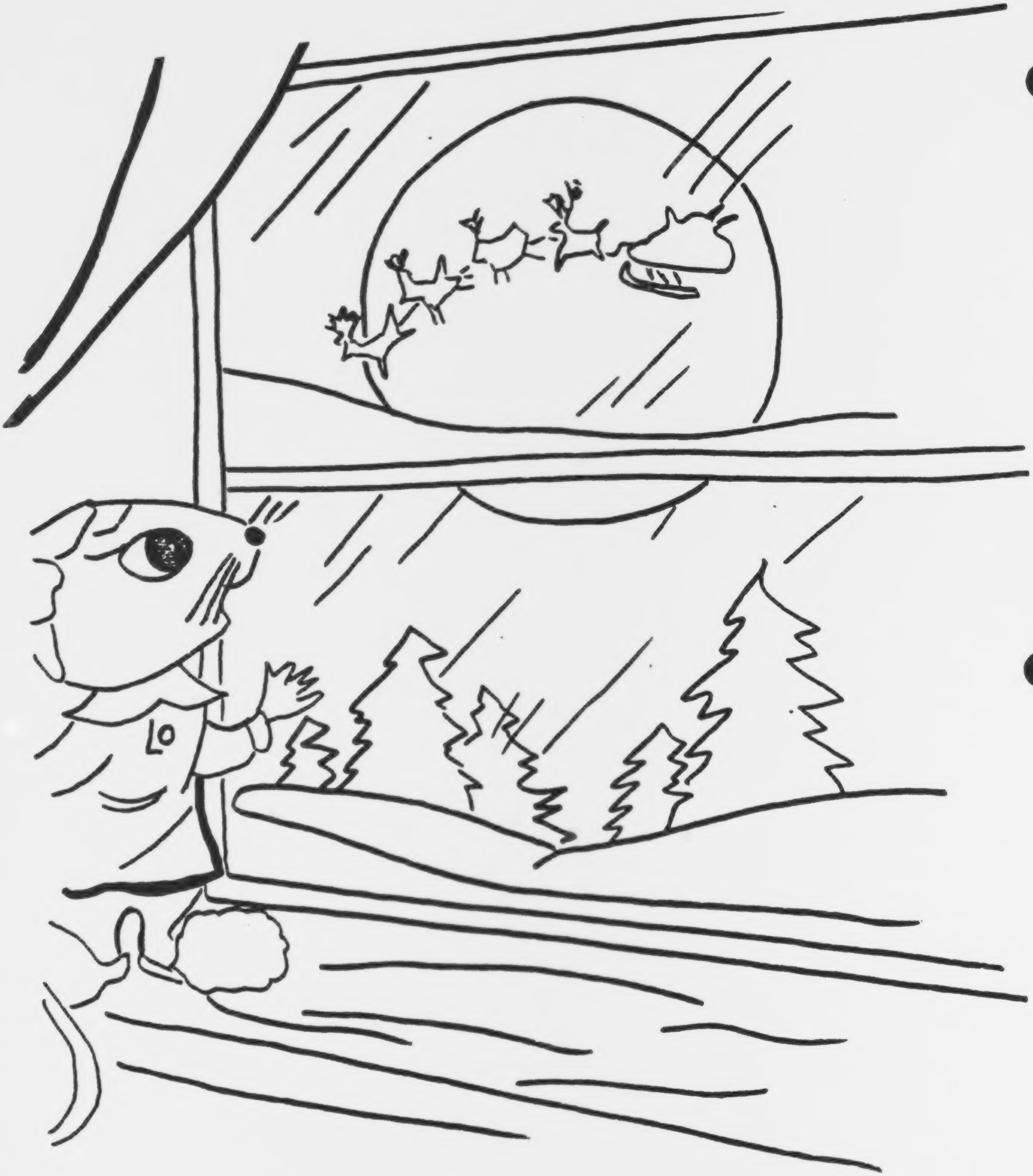
... et je me brosse les dents.



Oh, là, là! Je suis fatiguée.



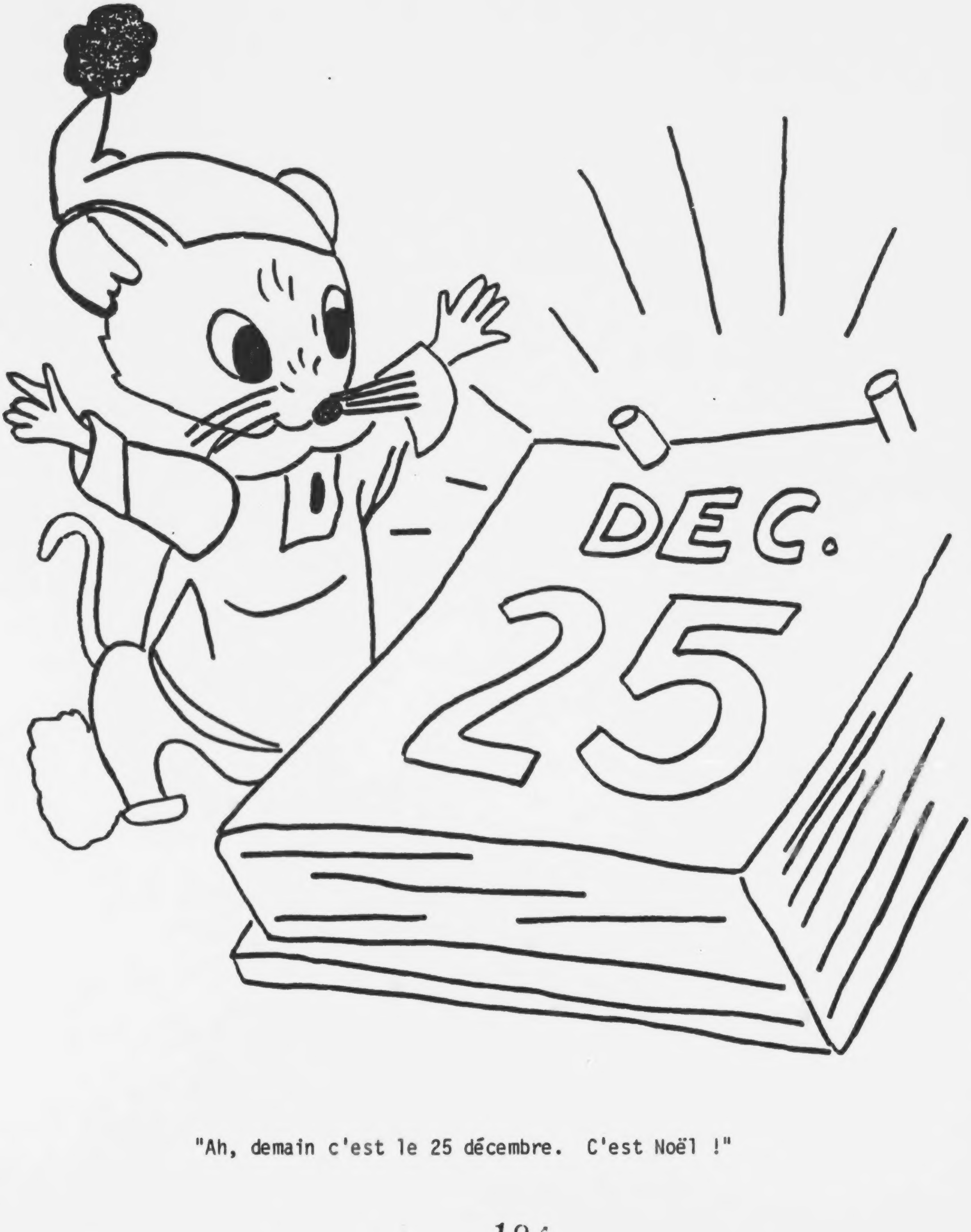
Bonne nuit, mes amis!"



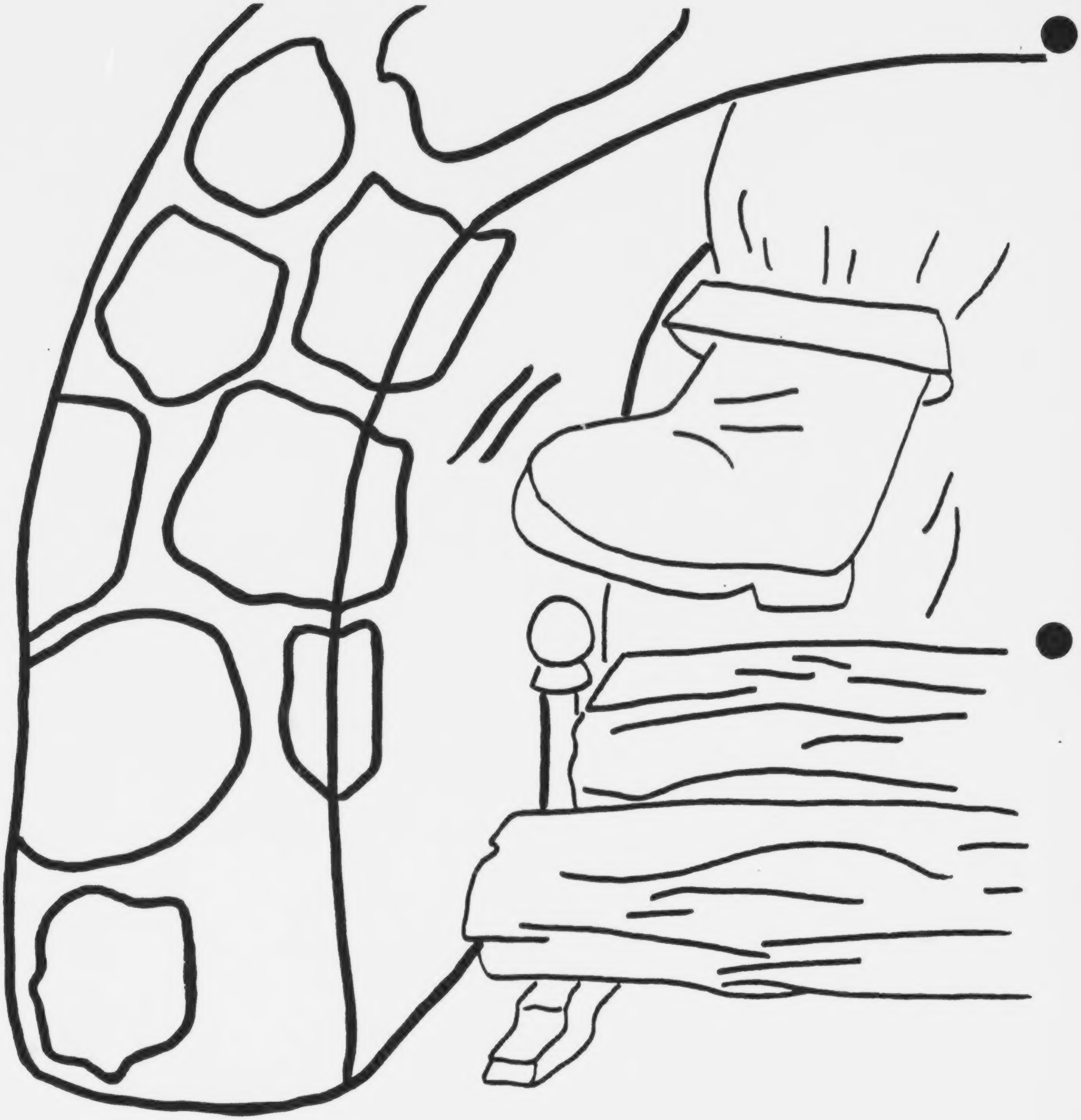
"Ho, Ho, Ho!"

"Qu'est-ce que c'est?"

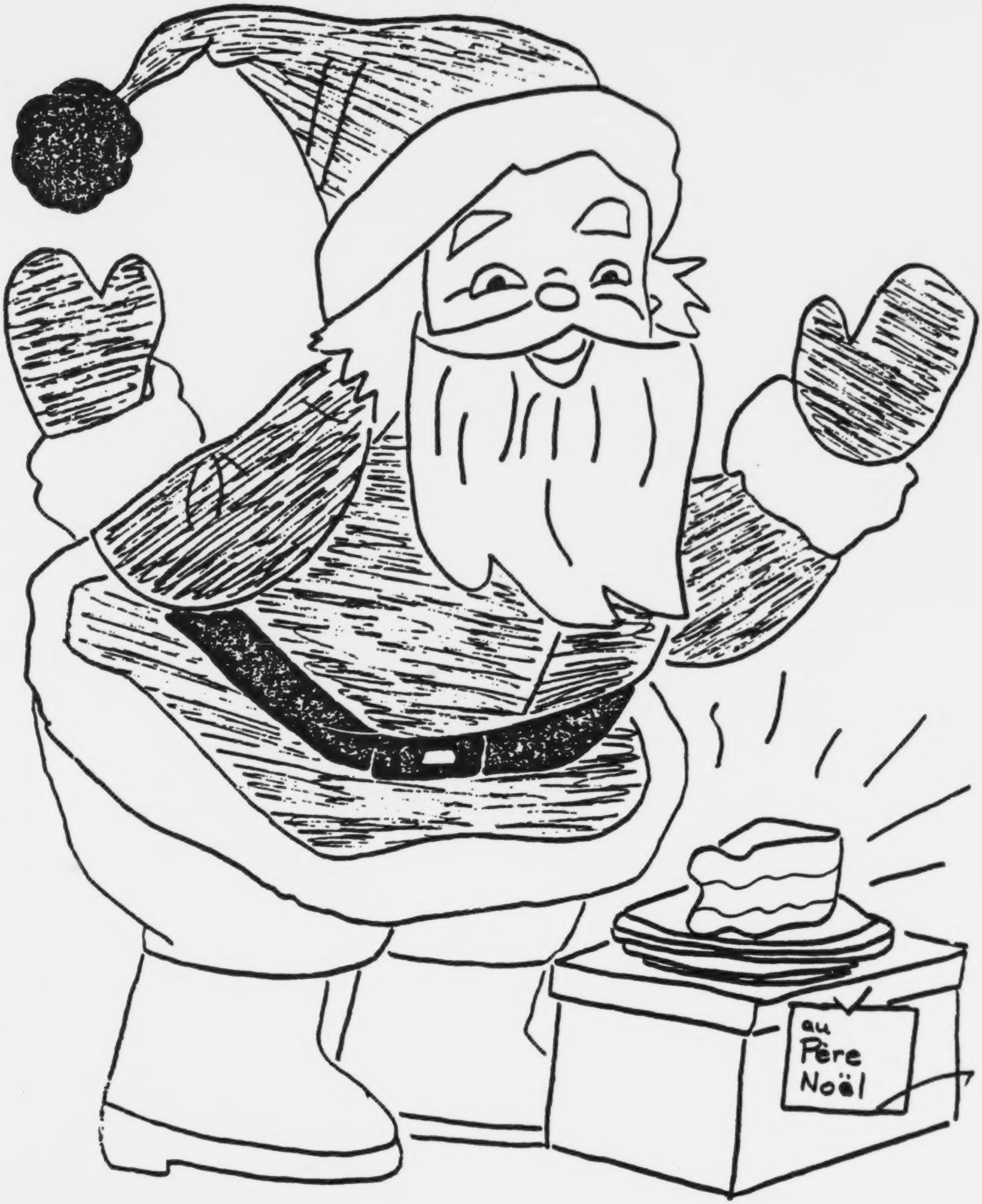
"C'est le Père Noël en traîneau."



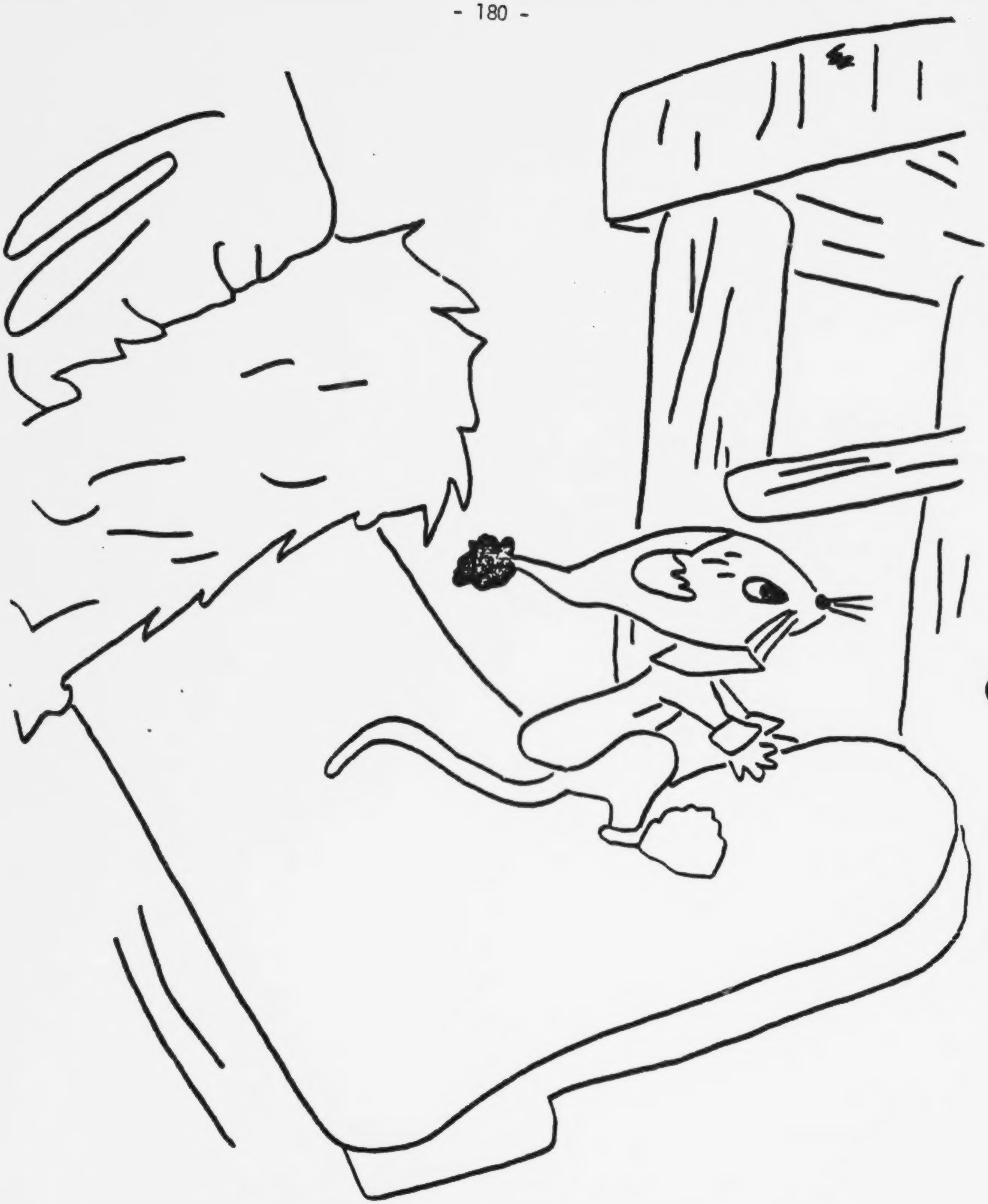
"Ah, demain c'est le 25 décembre. C'est Noël !"



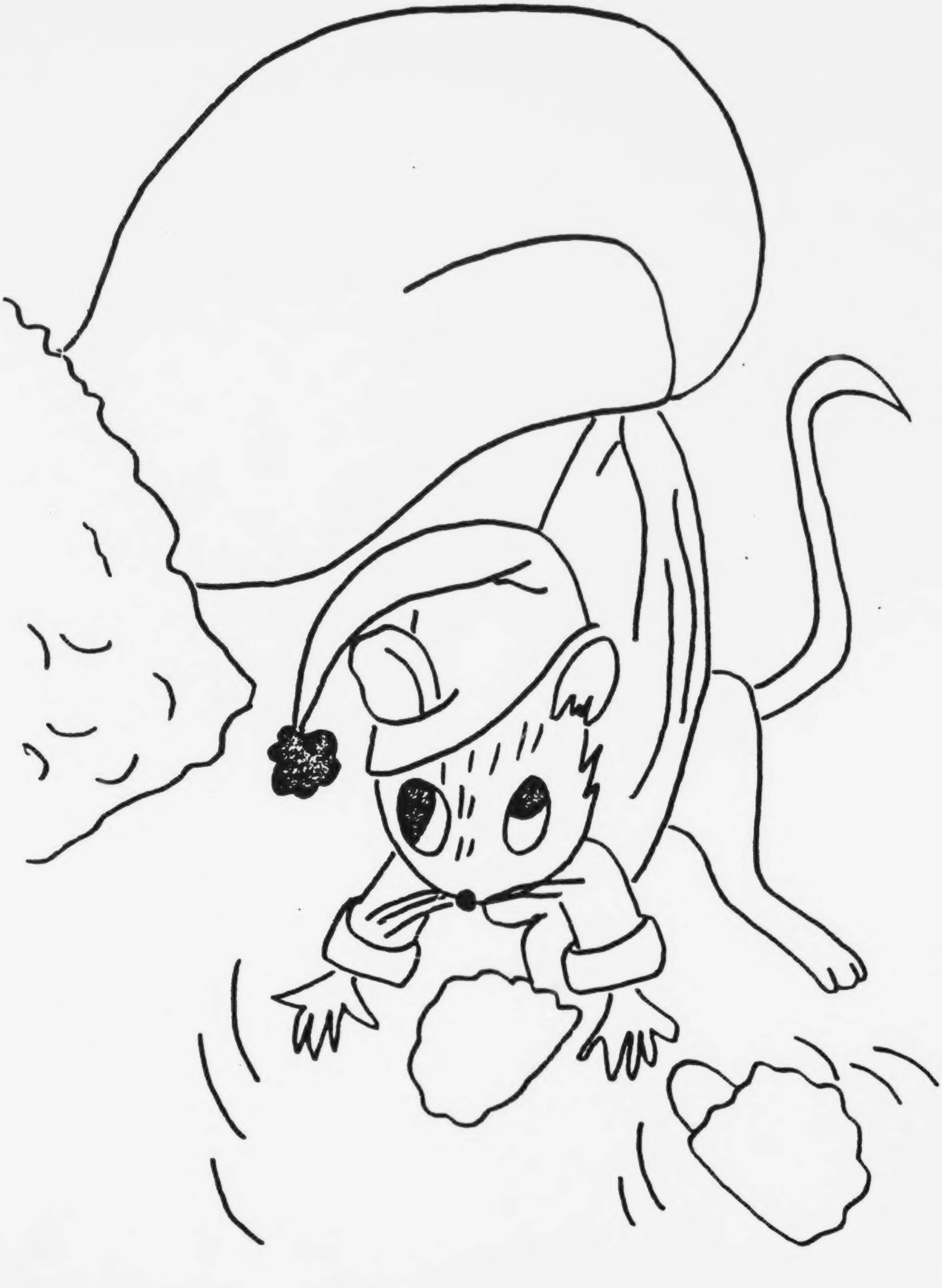
Voilà le Père Noël!


au
Père
Noël

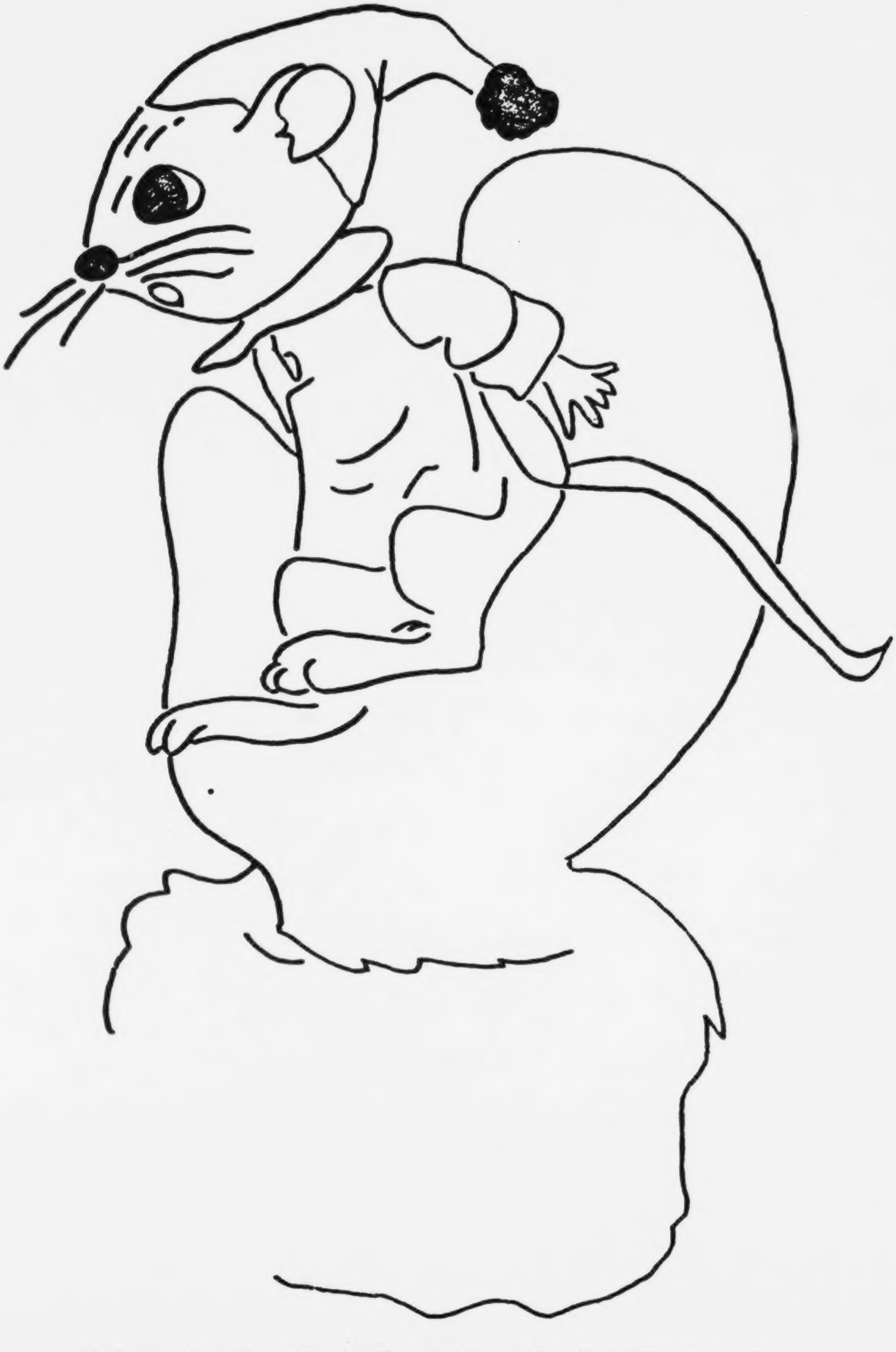
Quelle surprise! Regarde, un cadeau pour le Père Noël - un morceau de gâteau.



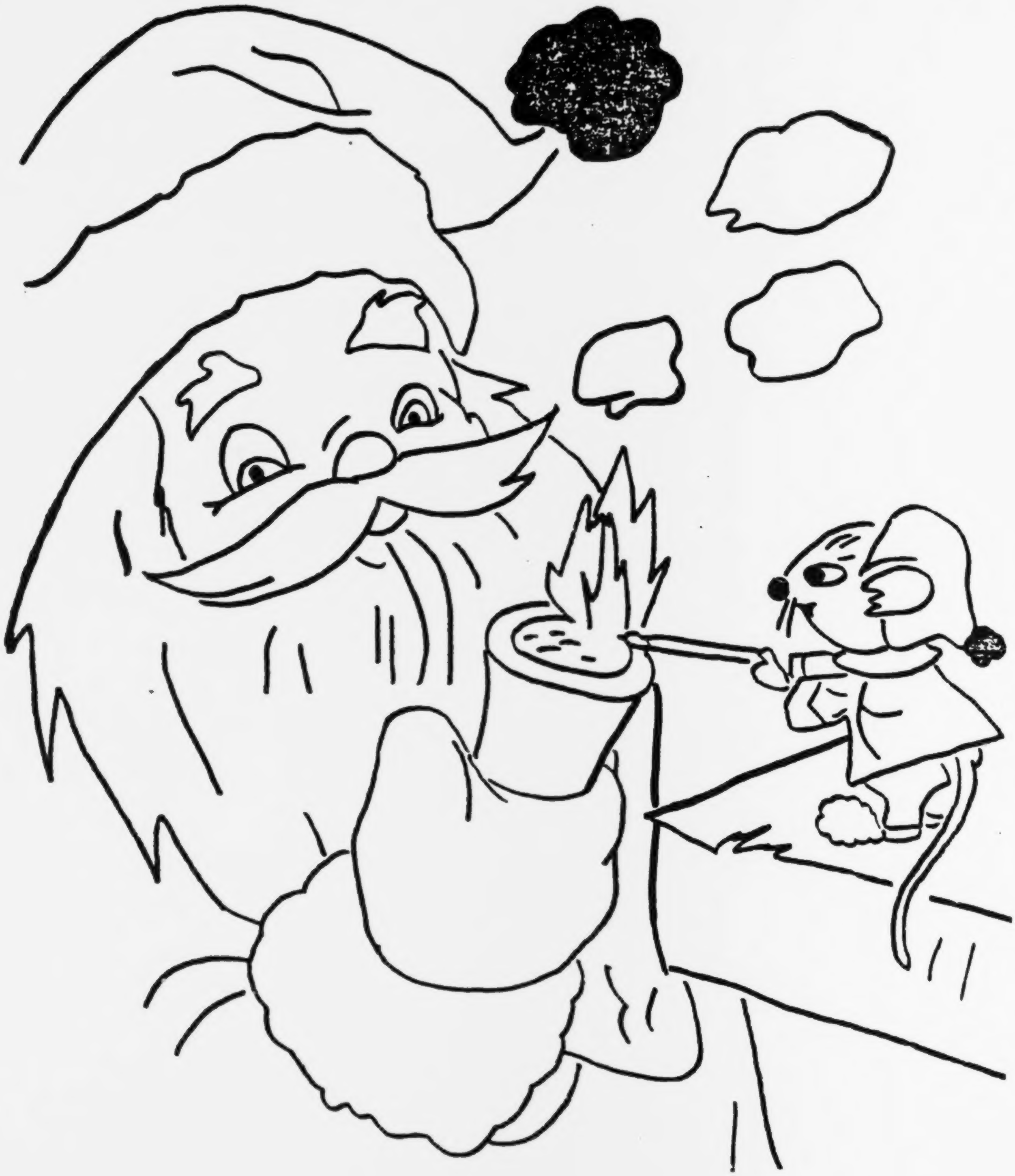
Mini saute sur la botte du Père Noël.



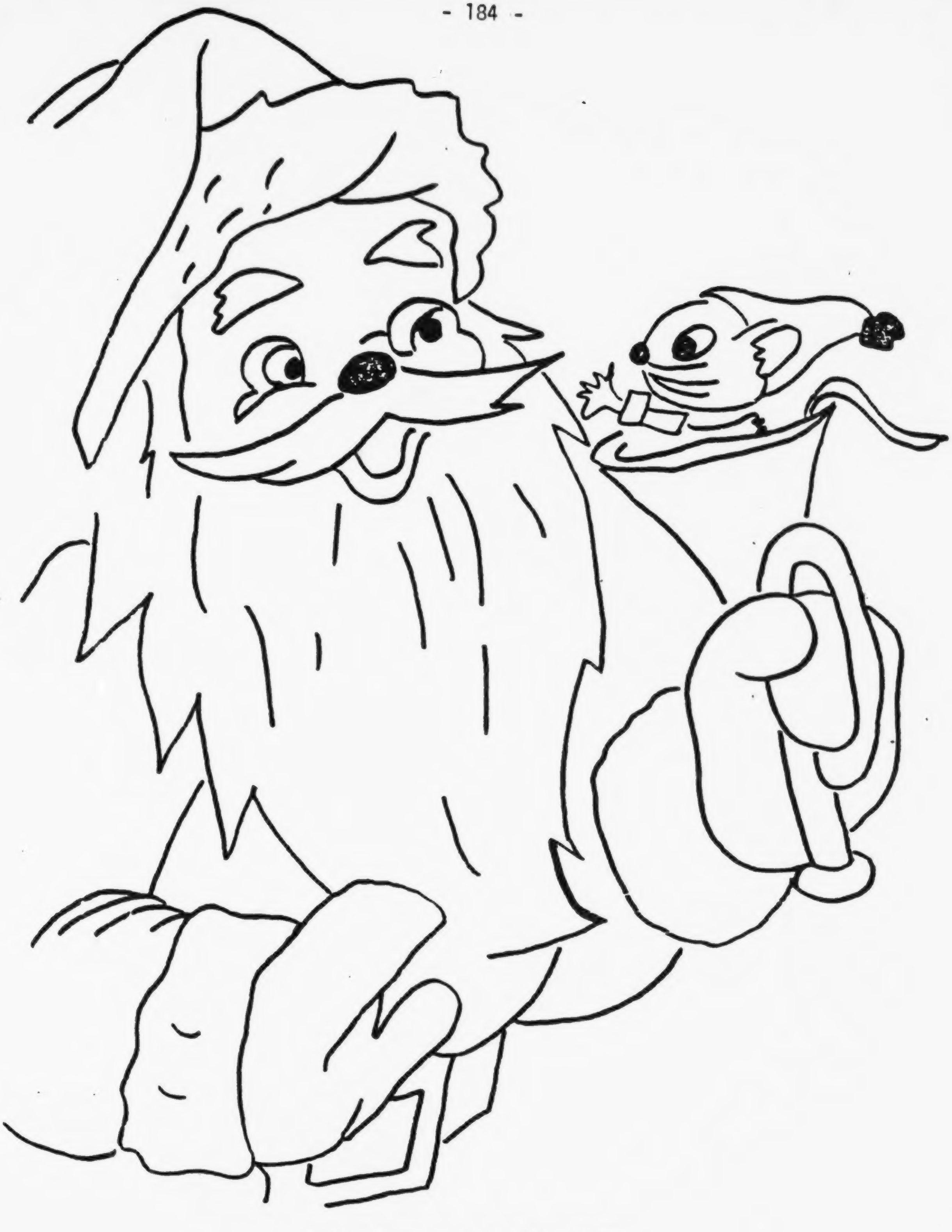
Le Père Noël dit, "Qui est-ce?"



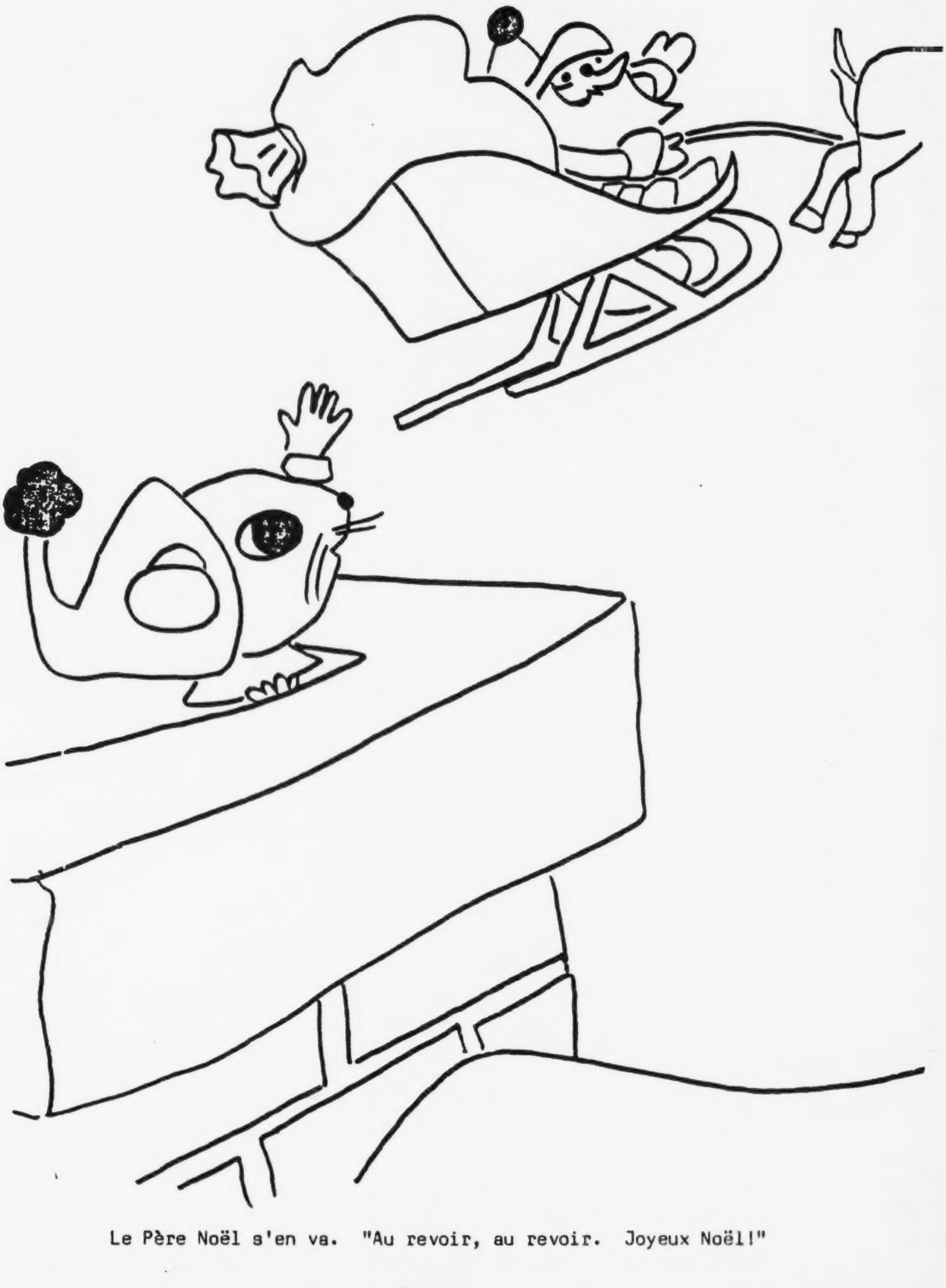
Mini est dans la main du Père Noël. Elle dit, "Bonjour, je m'appelle Mini".



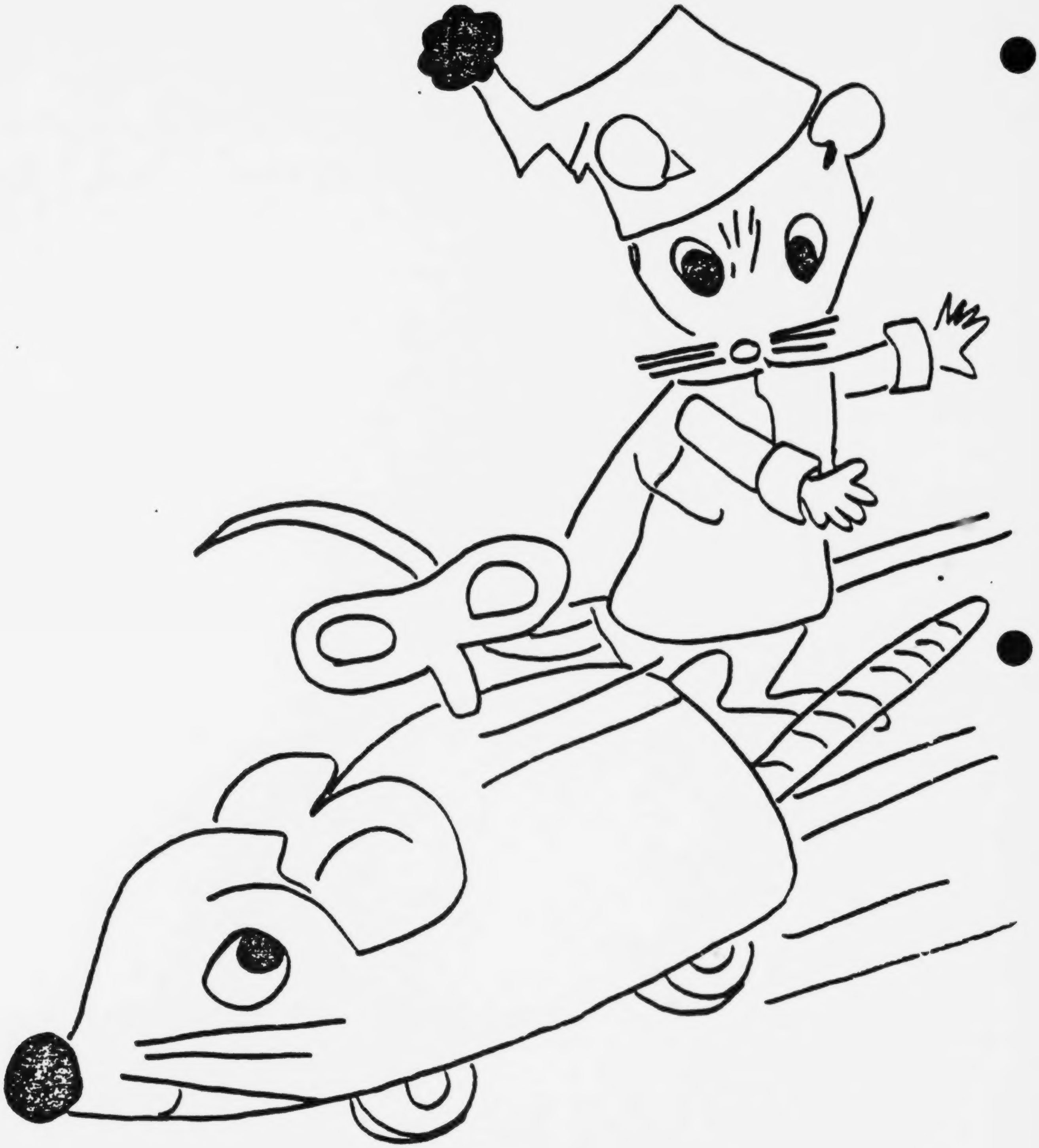
Mini allume la pipe du Père Noël ...



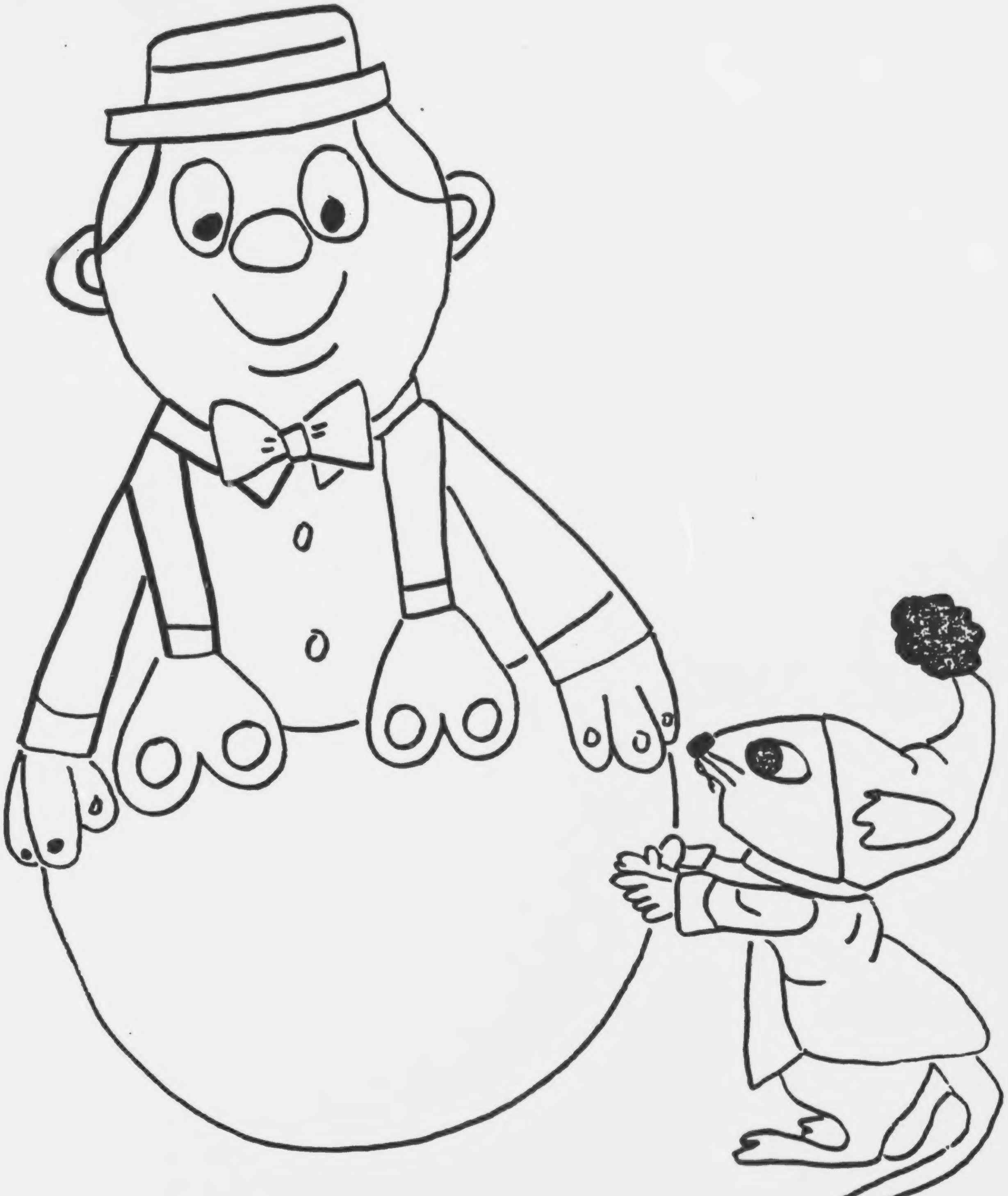
Elle joue avec le Père Noël.



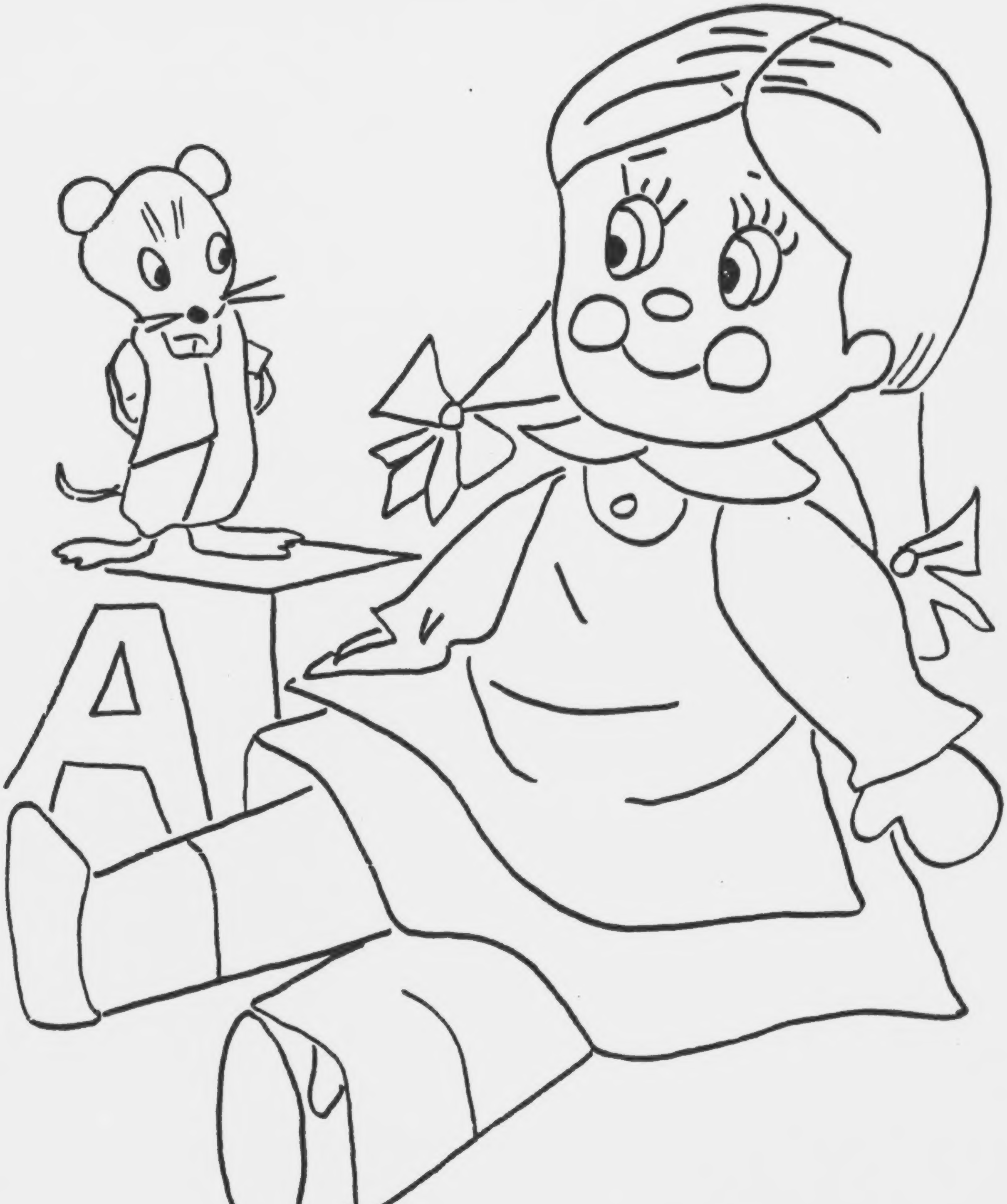
Le Père Noël s'en va. "Au revoir, au revoir. Joyeux Noël!"



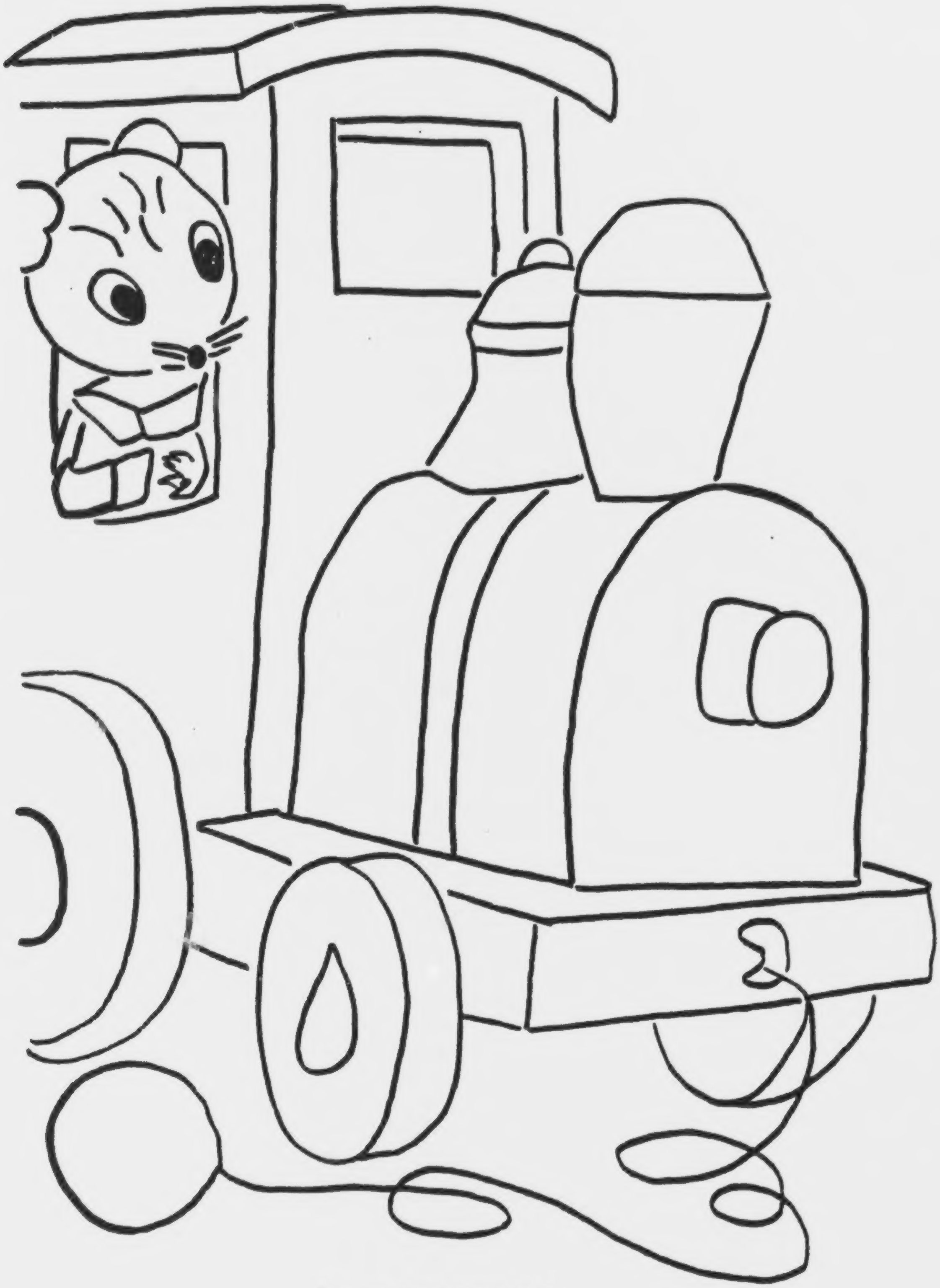
Mini regarde les jouets: "Oh! une souris. Quelle surprise!"



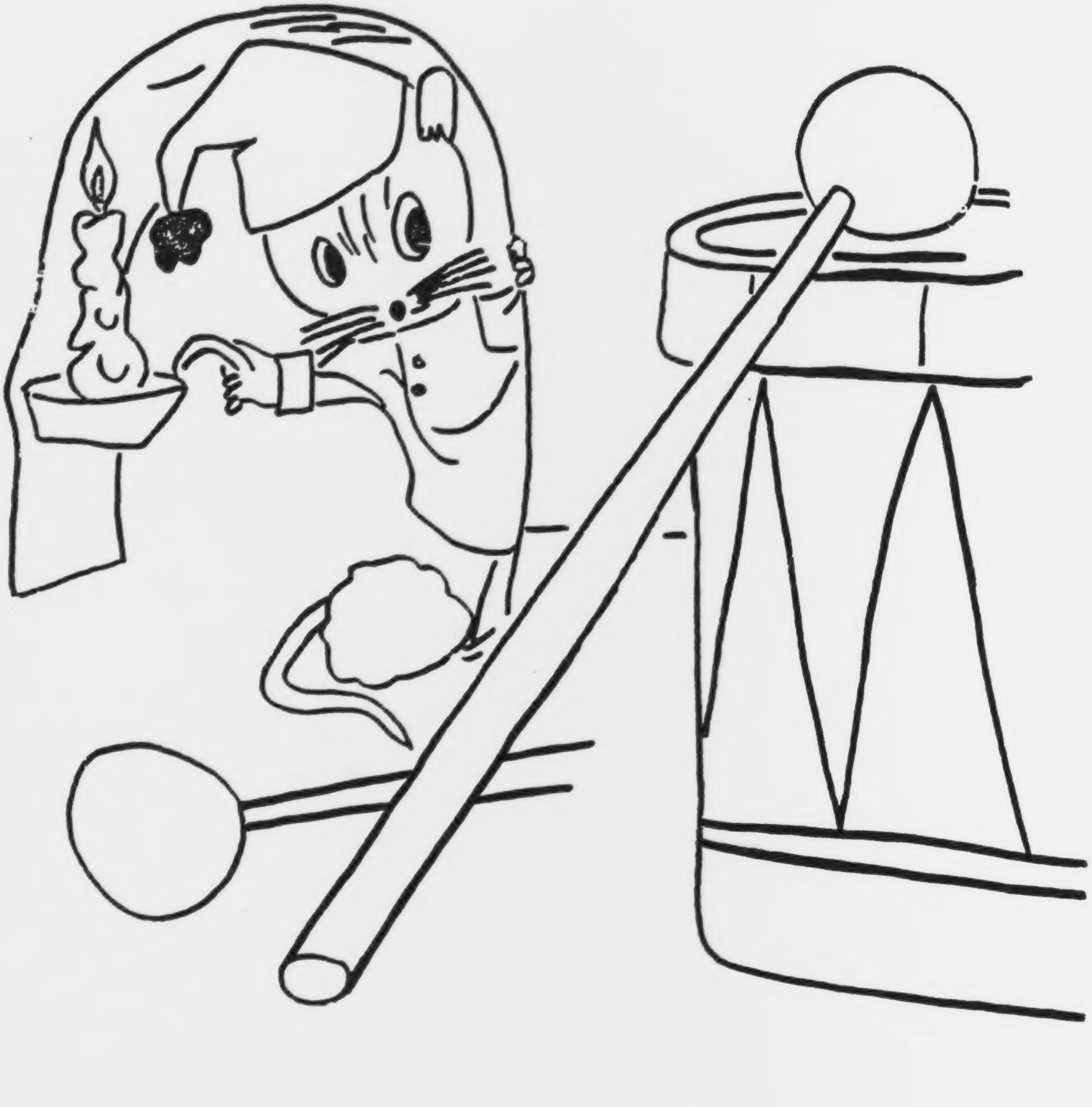
"Oh, il est gros!"



"Quelle belle poupée!"



"Et un petit train!".



"Oh, un tambour! (Yawn) Mais non, je suis fatiguée. Bonne nuit!"

JANVIER

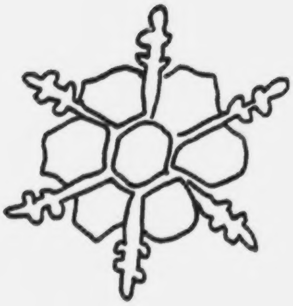
Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. L'hiver
2. Les vêtements

L'HIVER



M et 1e ANNÉE

COMPTINES

1. Petit Lapin

Oh regardez
Sous la branche du sapin
Se cache un tout petit lapin
Le voyez-vous, ce beau lapin
Caché sous le sapin?

2. Mon flocon

Il court
Il vole dans le vent
Mon petit flocon d'argent.

3. Petit flocon (see page 194)

CHANSONS

1. Ça va vite

(Tune: Frère Jacques)

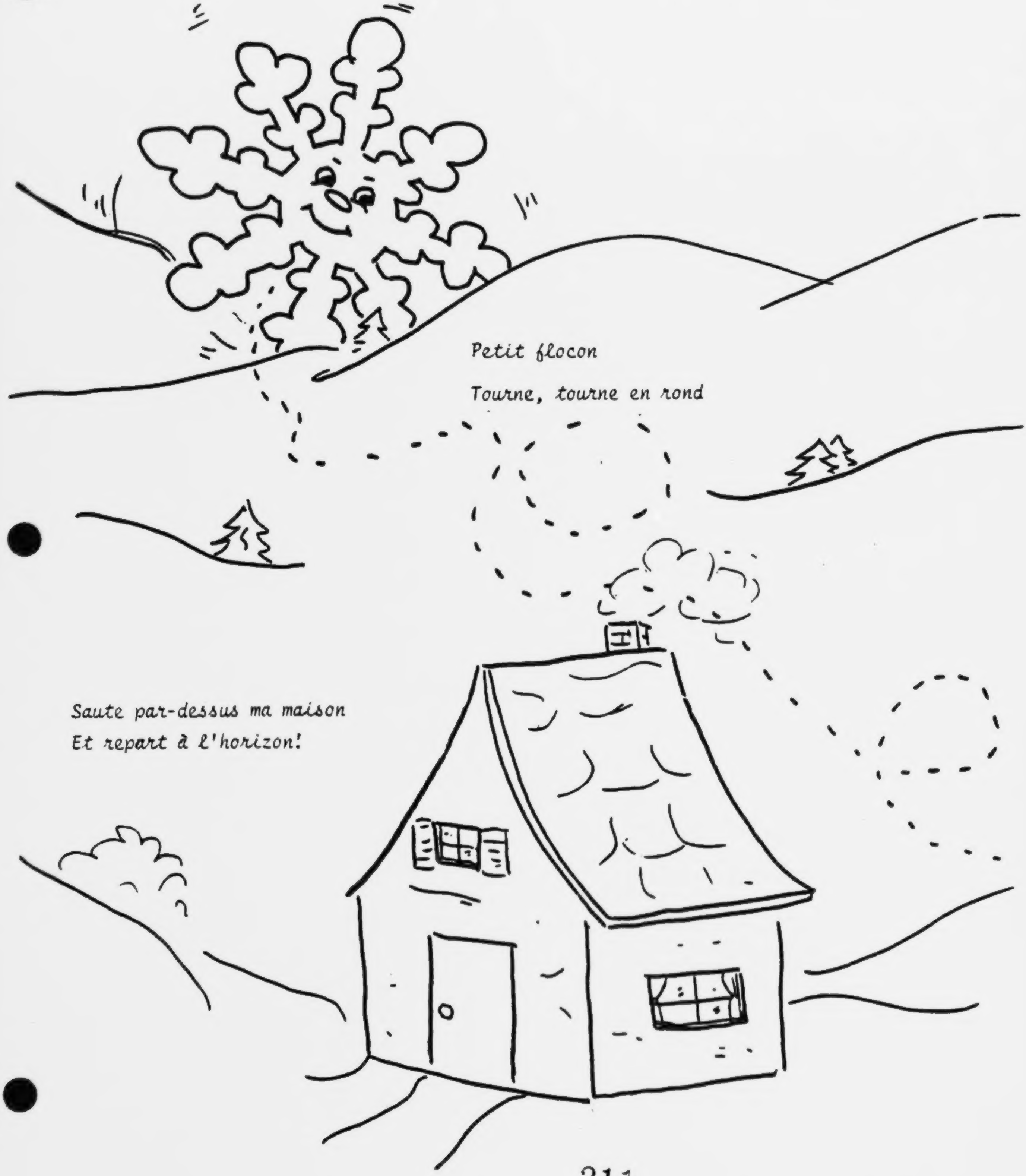
Ça va vite, ça va vite
En traîneau, en traîneau
Comme ça va vite
Comme ça va vite
En traîneau, en traîneau

2. La neige

(Tune: Au clair de la lune)

Regardez la neige
La belle neige blanche
Elle tombe en hiver
Partout sur les branches.

Comptine PETIT FLOCON



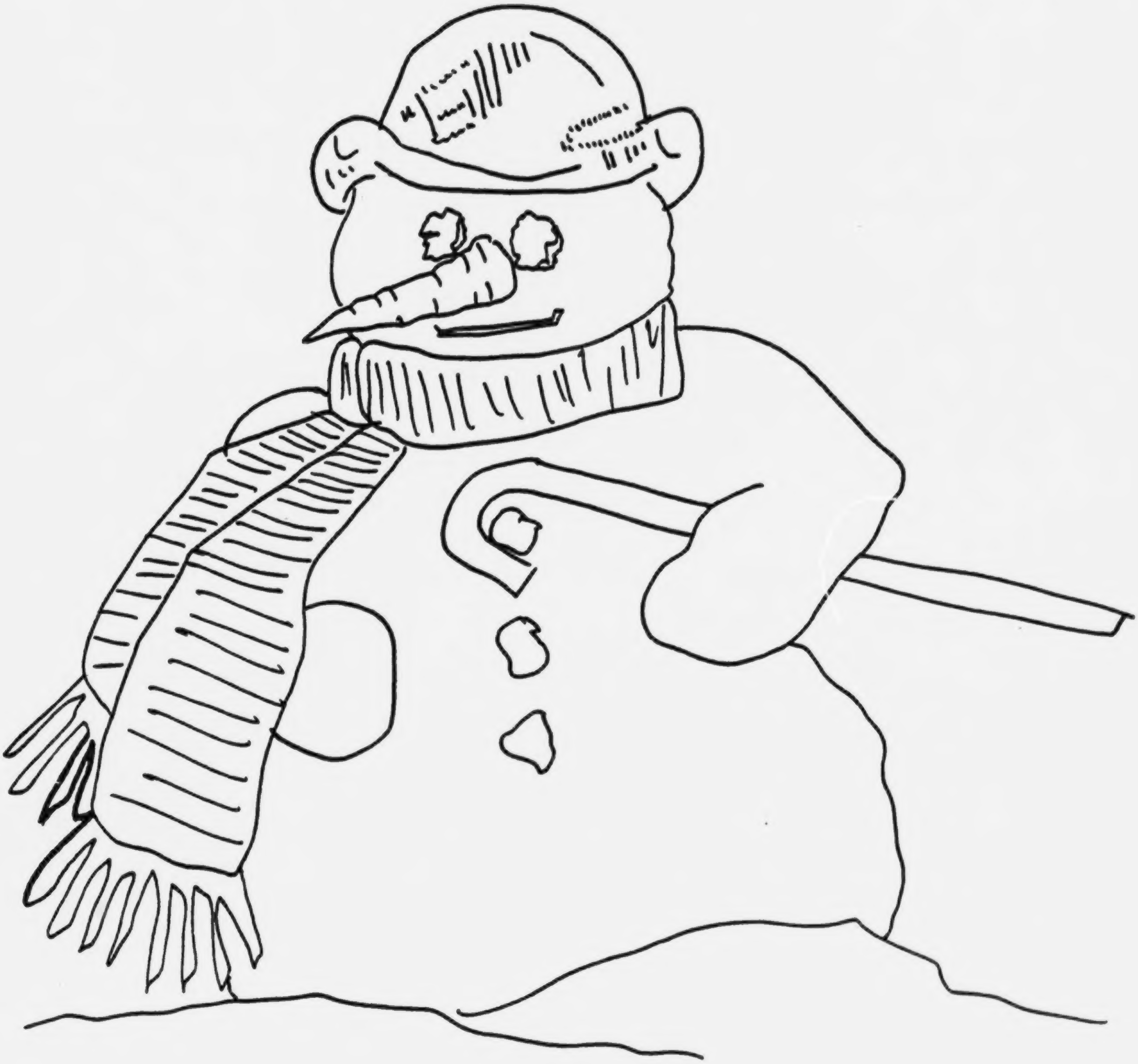
Petit flocon

Tourne, tourne en rond

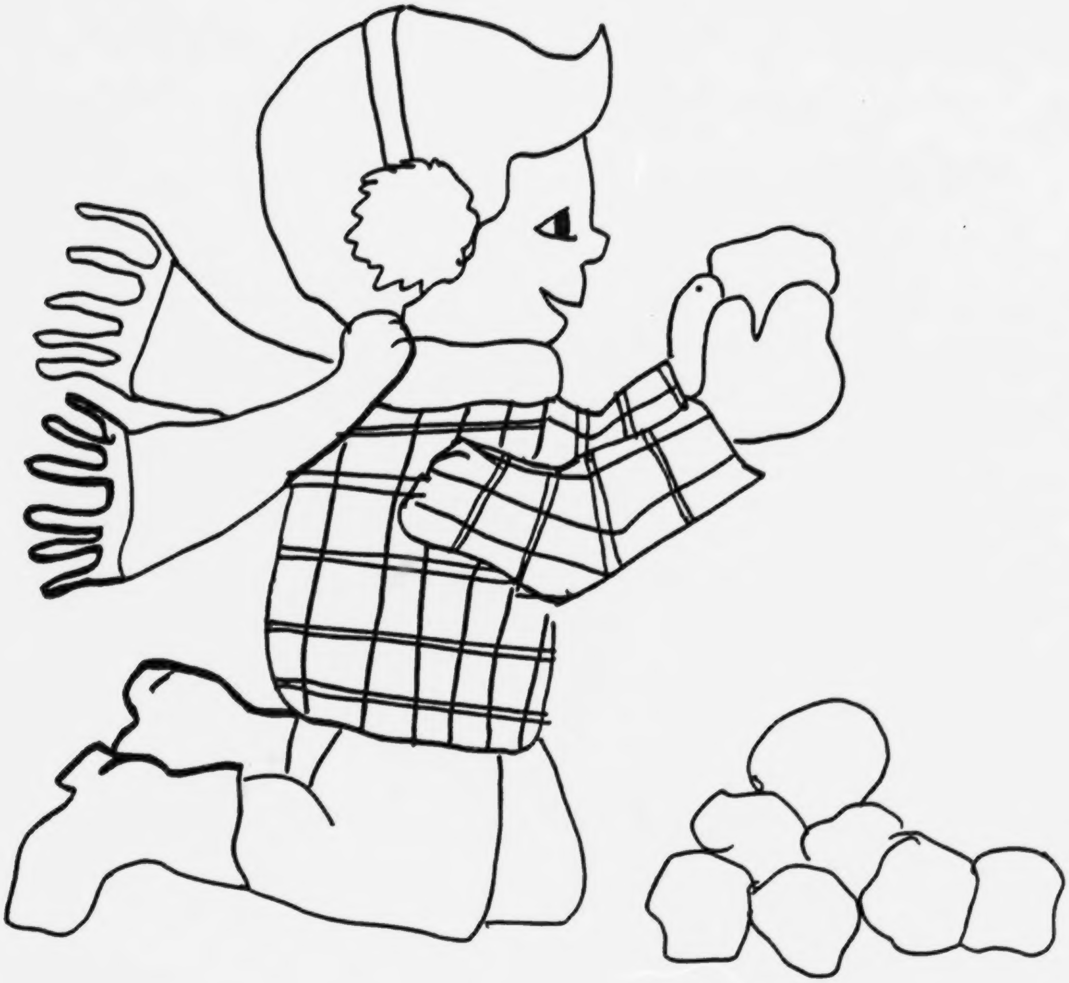
Saute par-dessus ma maison
Et repart à l'horizon!

CONTE

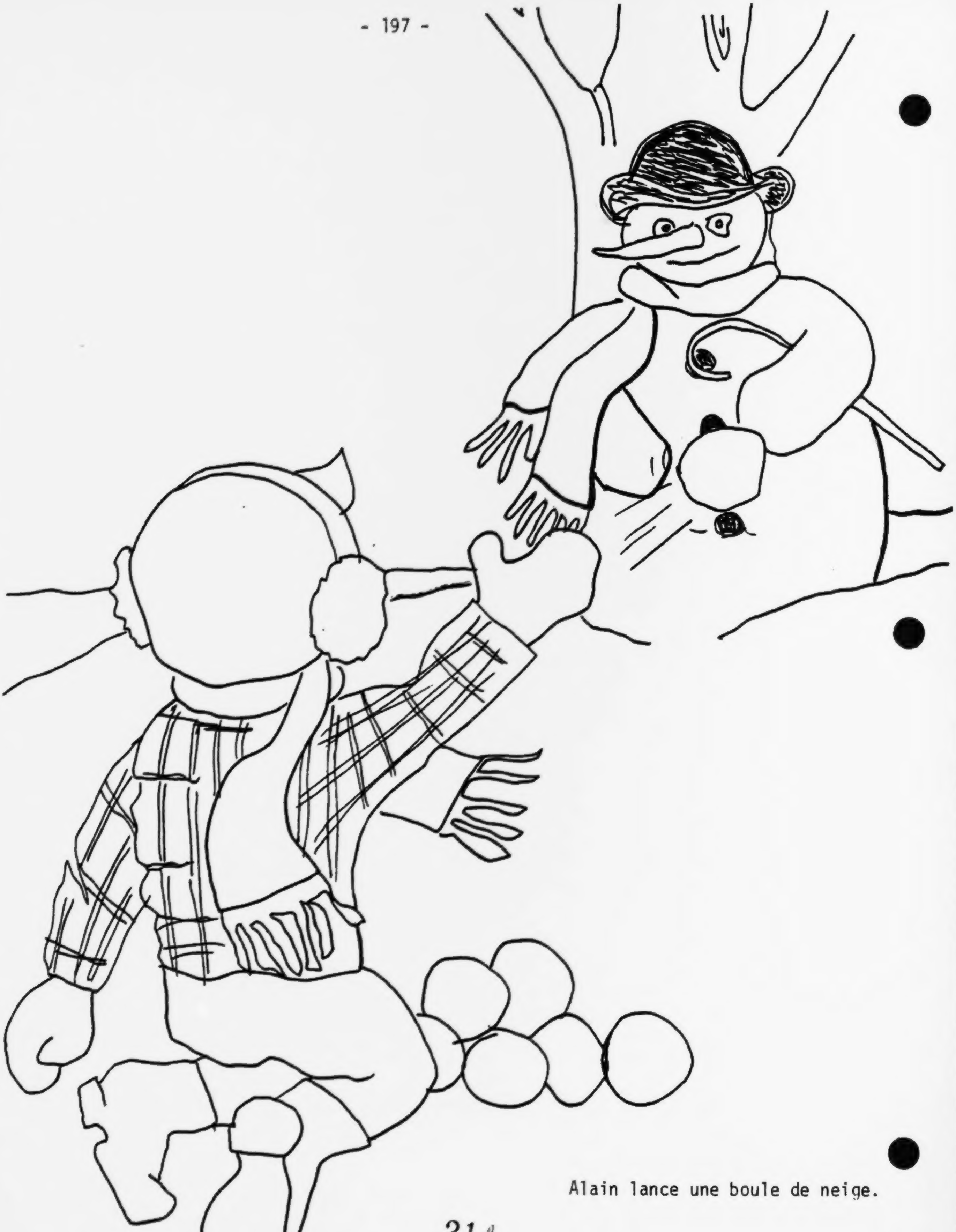
Voici un bonhomme de neige



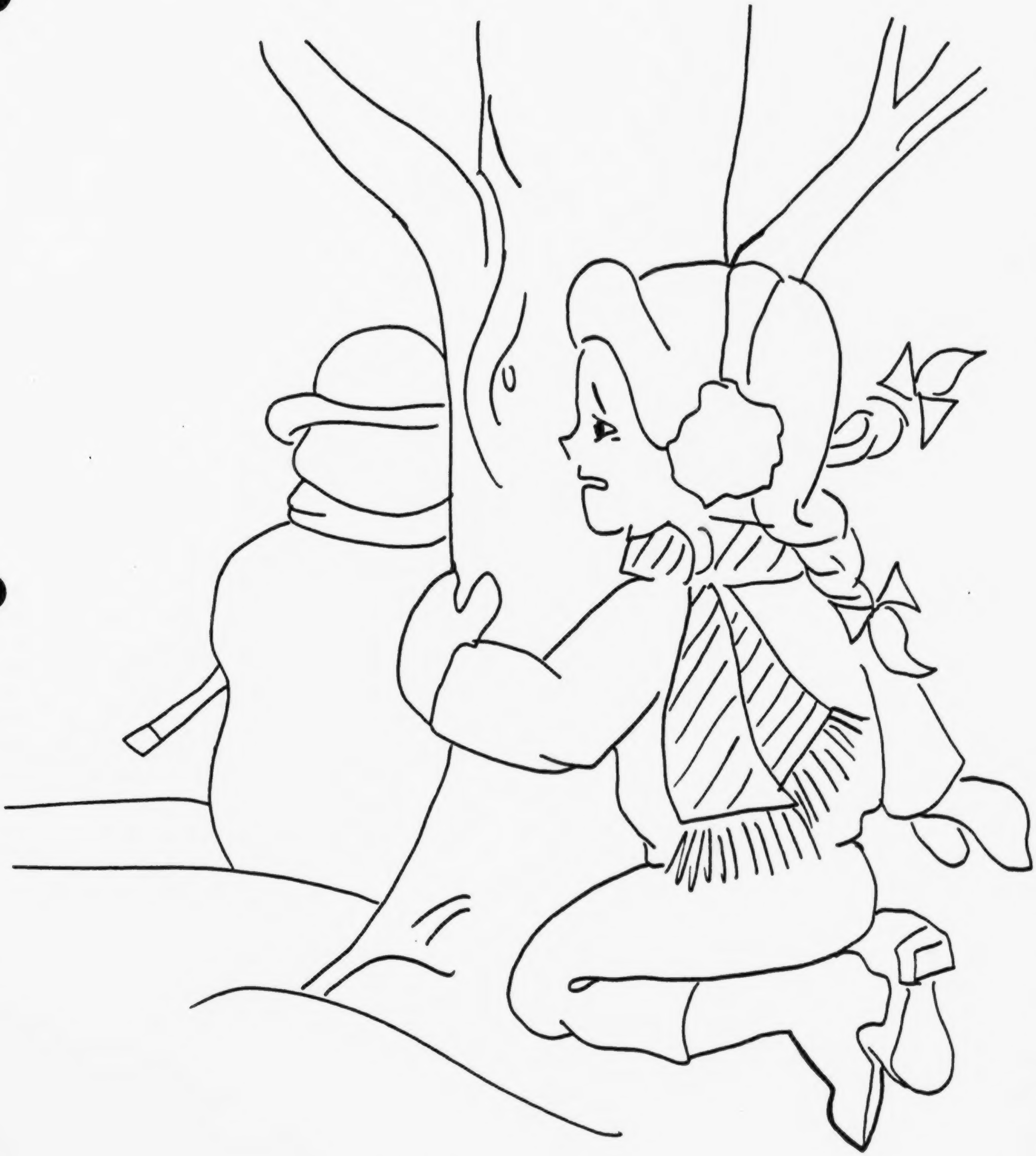
Voici un bonhomme de neige.



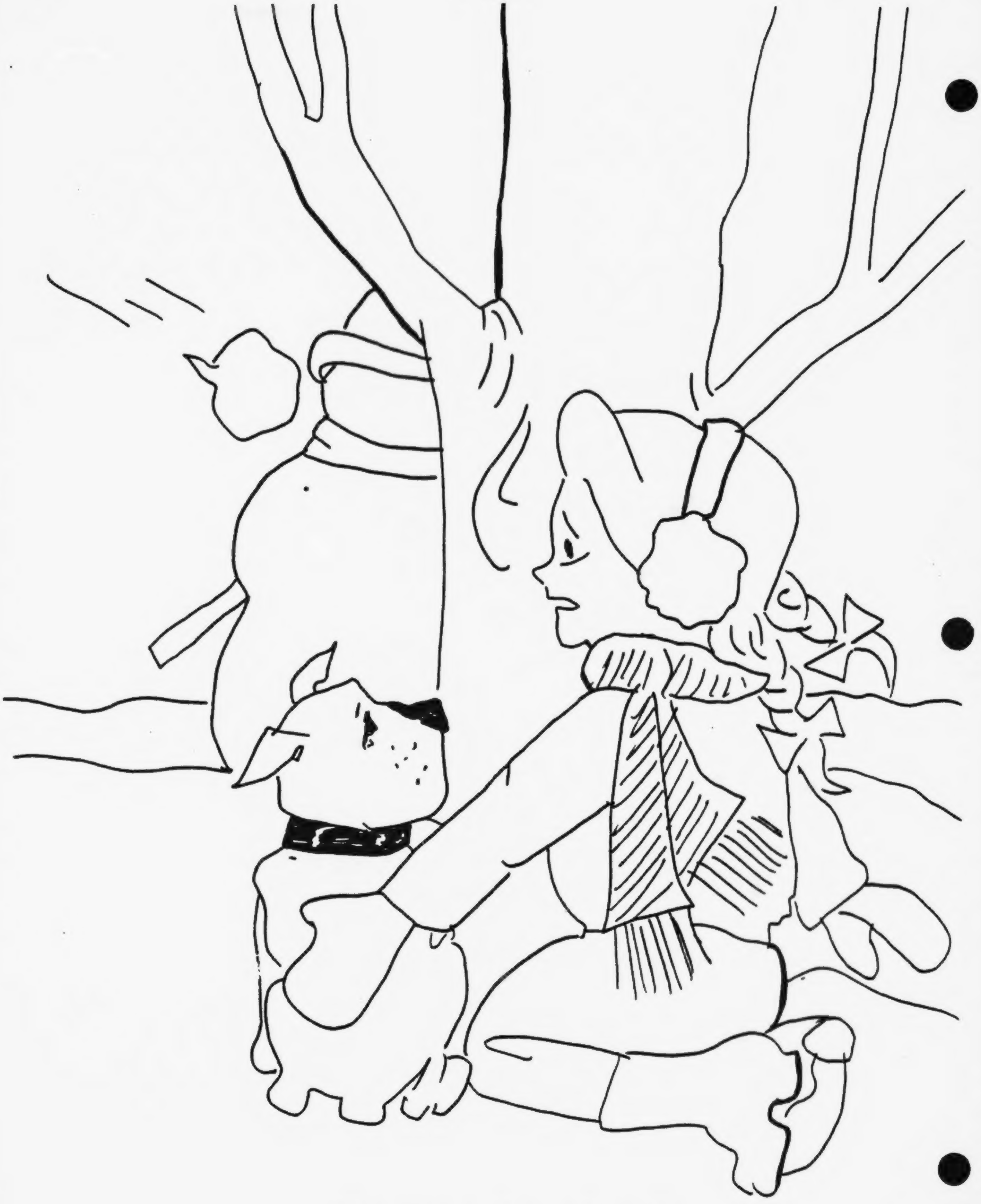
Alain fait des boules de neige.



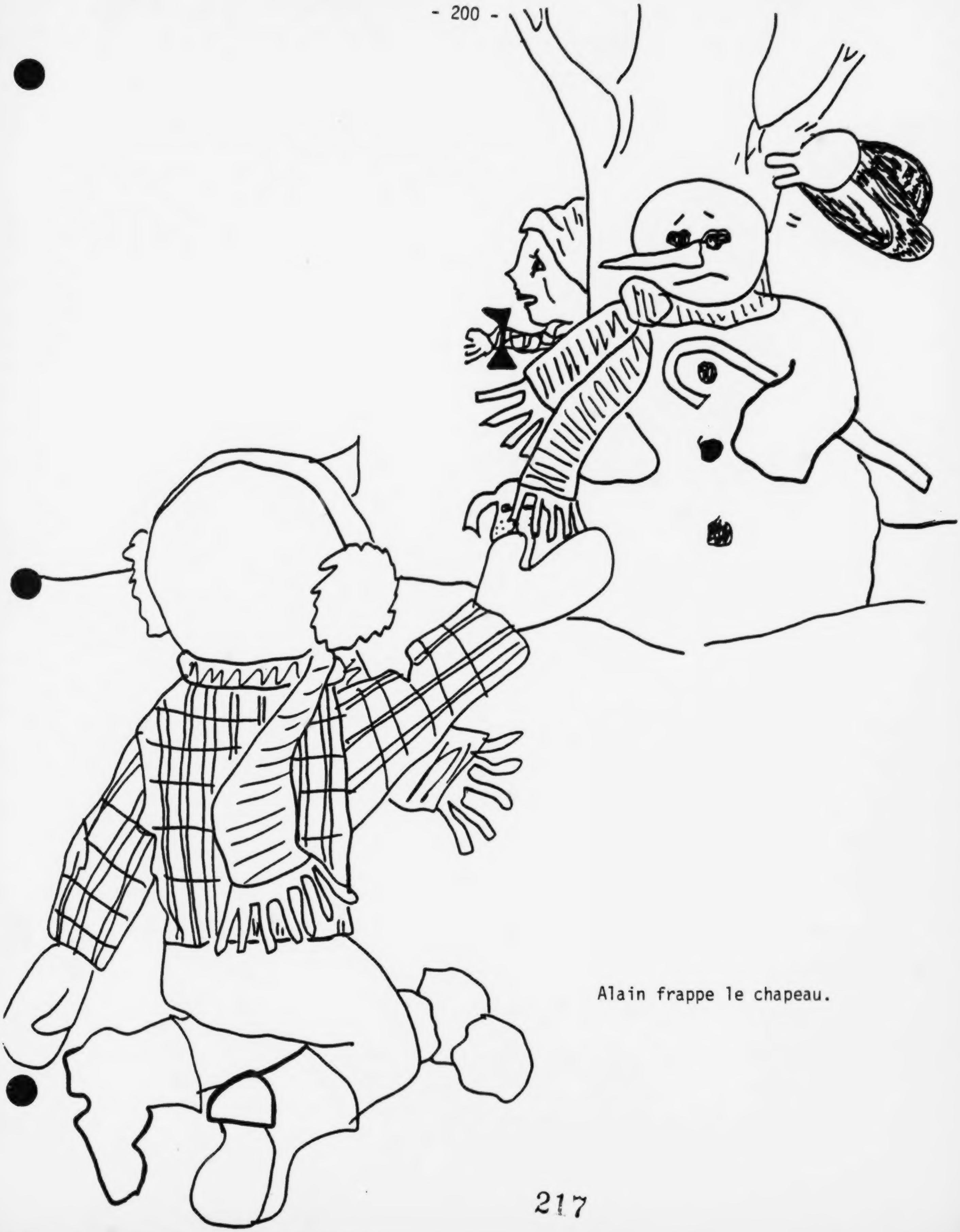
Alain lance une boule de neige.



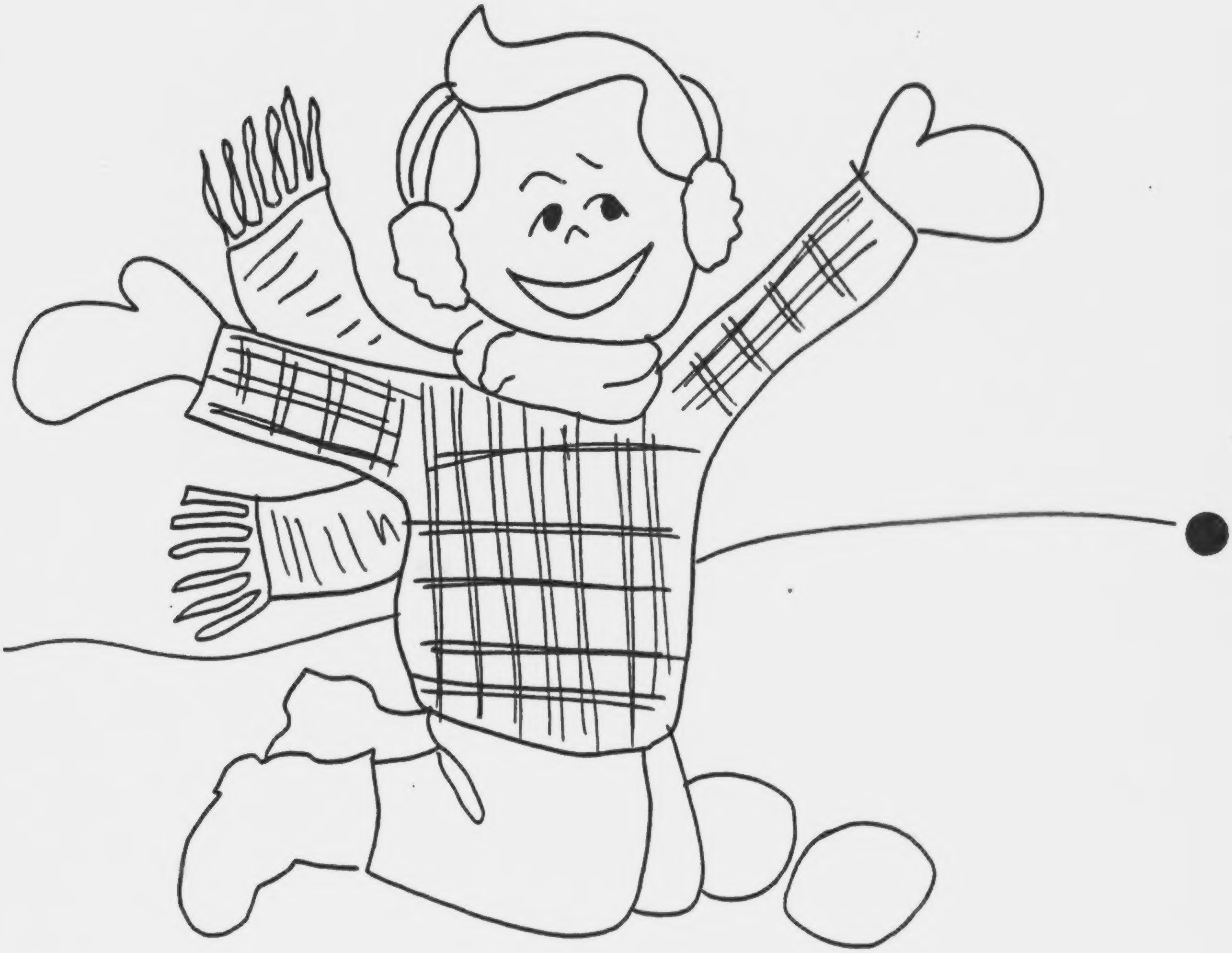
Denise a peur. Elle se cache.



Pitou a peur. Il se cache aussi.



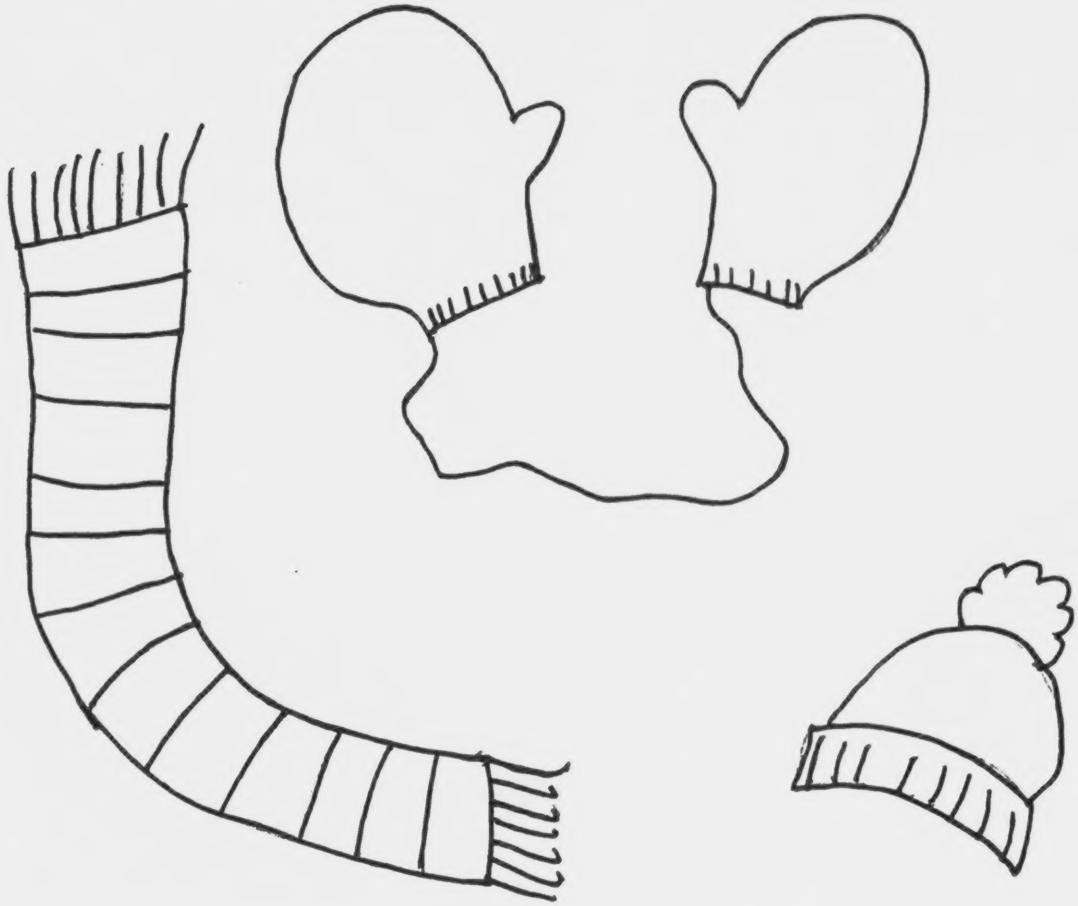
Alain frappe le chapeau.



Hourra! Alain est content.

LES

VÊTEMENTS



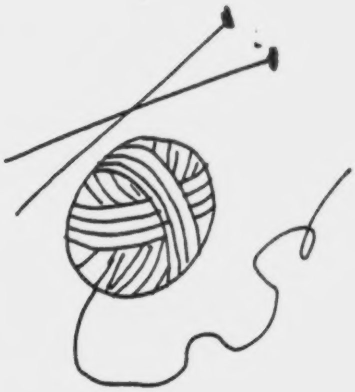
M et 1e ANNÉE

COMPTINES

1. Enlève ton manteau
   Il fait beau
   Enlève ton chapeau
   Il fait chaud

2. Ma jolie marraine

   Ma jolie marraine
   Me fait des mitaines
   Avec de la laine



CHANSON

Le bonhomme

(Tune: Alouette)

Le bonhomme, le joli bonhomme
Le bonhomme, je te toucherai
Je te toucherai la tuque
Je te toucherai la tuque
Et la tuque, et la tuque
Le bonhomme, le bonhomme - oh!

- Je te toucherai le foulard
- Je te toucherai le manteau
- Je te toucherai les mitaines
- Je te toucherai les gants
- Je te toucherai les bottes
- Je te toucherai les boutons

JEUX

1. Clothing Detective

This game is designed to review articles of clothing.

Materials needed: various pieces of winter clothing.

Display the clothing on a table or desk. Using the structures:

"Qu'est-ce que c'est?
C'est _______________ ."

Review the clothing vocabulary (ie: les mitaines, le chandail, etc...)

Ask one child to leave the room. Then remove one article of clothing. When the child comes back he/she must try to guess which article of clothing is missing. Give students a maximum of three chances.

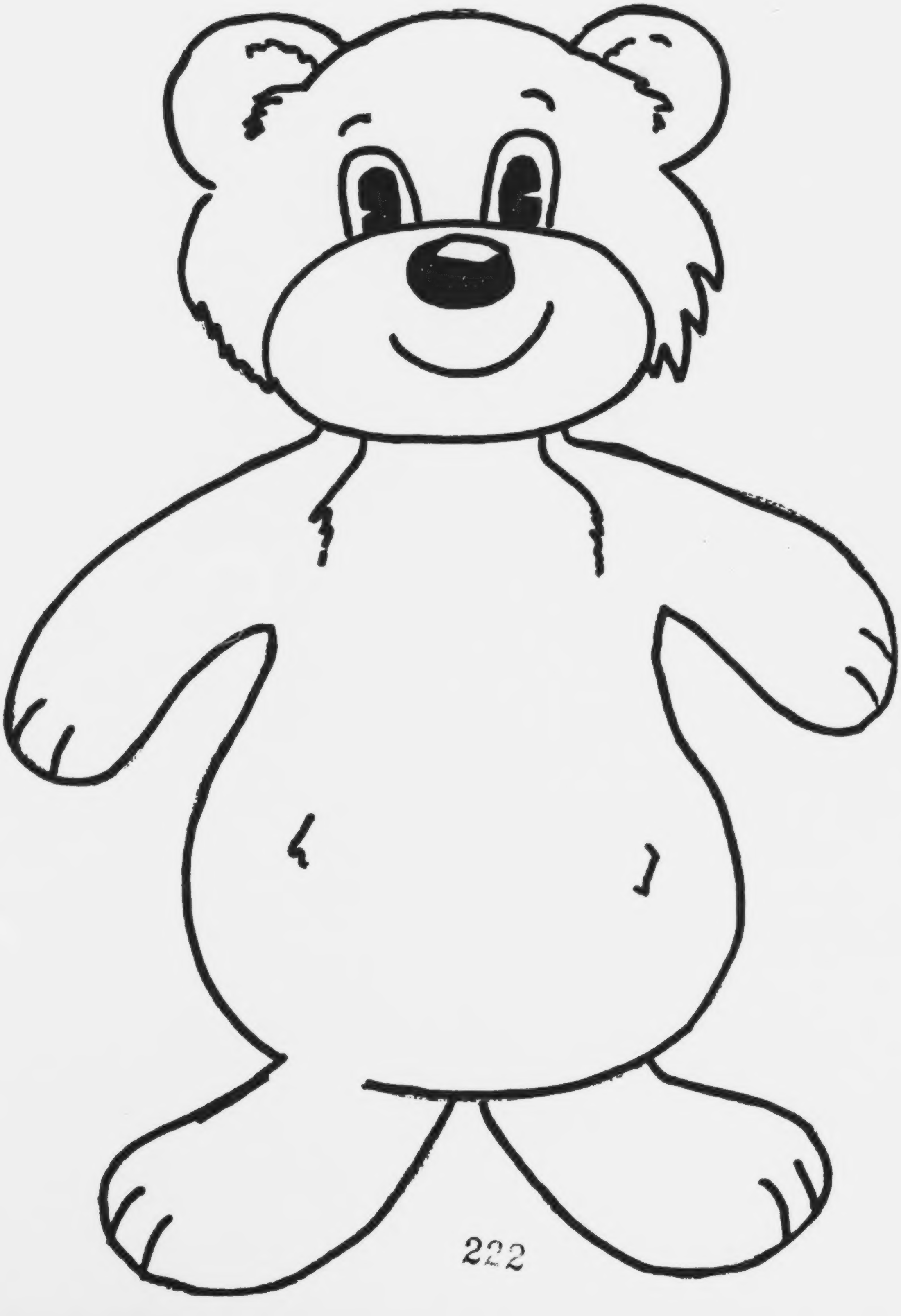
2. L'ours Gumbo

This game is designed to review articles of winter clothing.

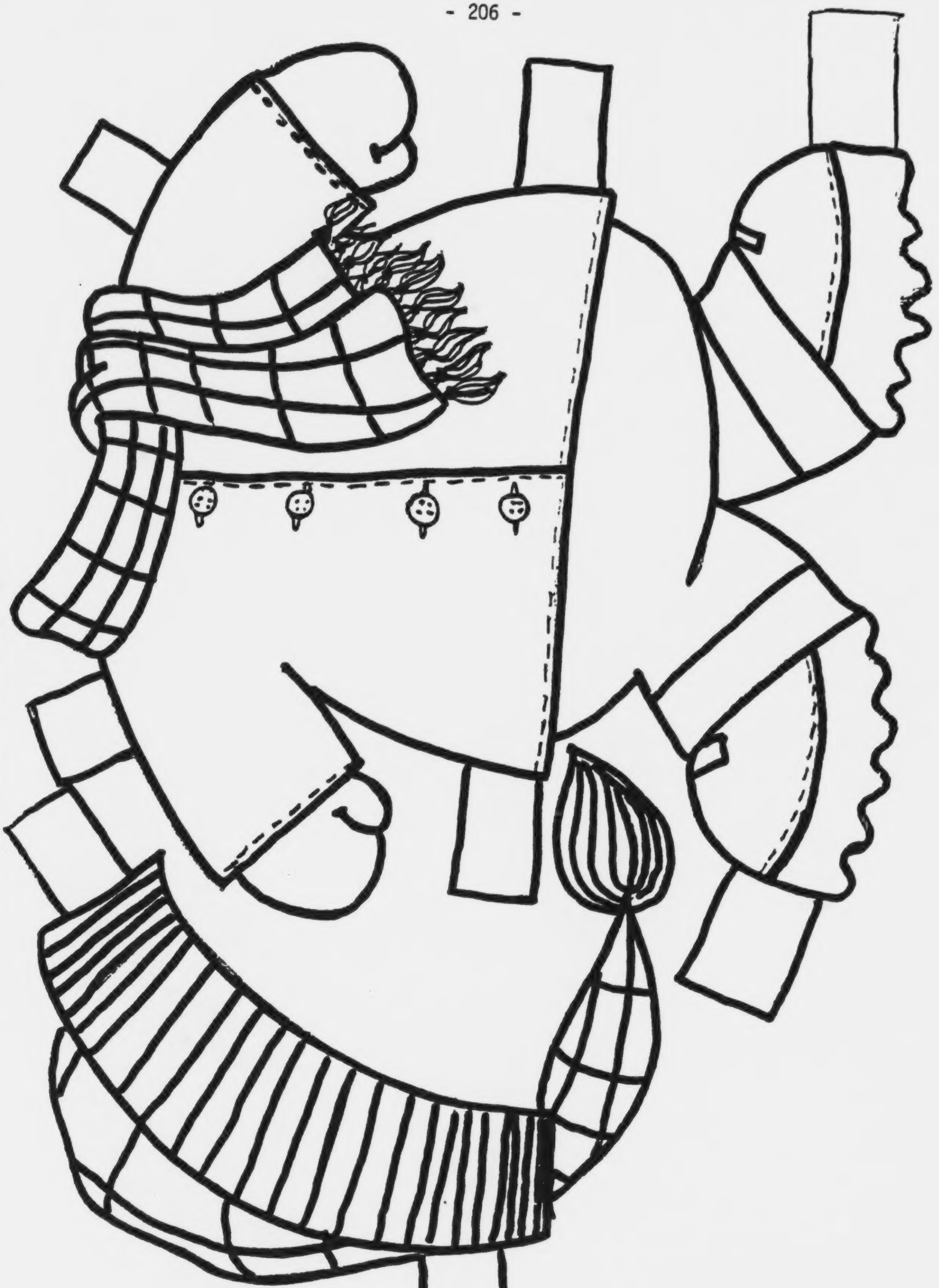
Using the little bear wearing winter clothes, pages 205 & 206 children come up and point to the various pieces of clothing mentioned. Ex: "Je touche la tuque". Child touches "tuque".

Variation: Have a child wear the clothing and other students come up and touch the clothing.

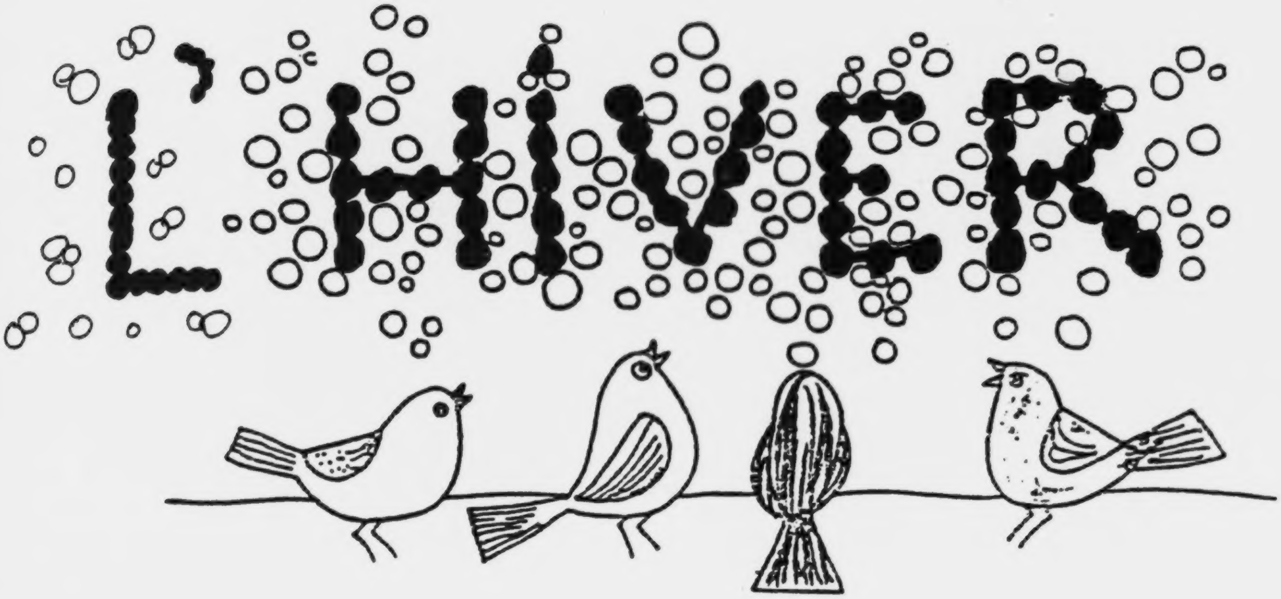
L'ours Gumbo

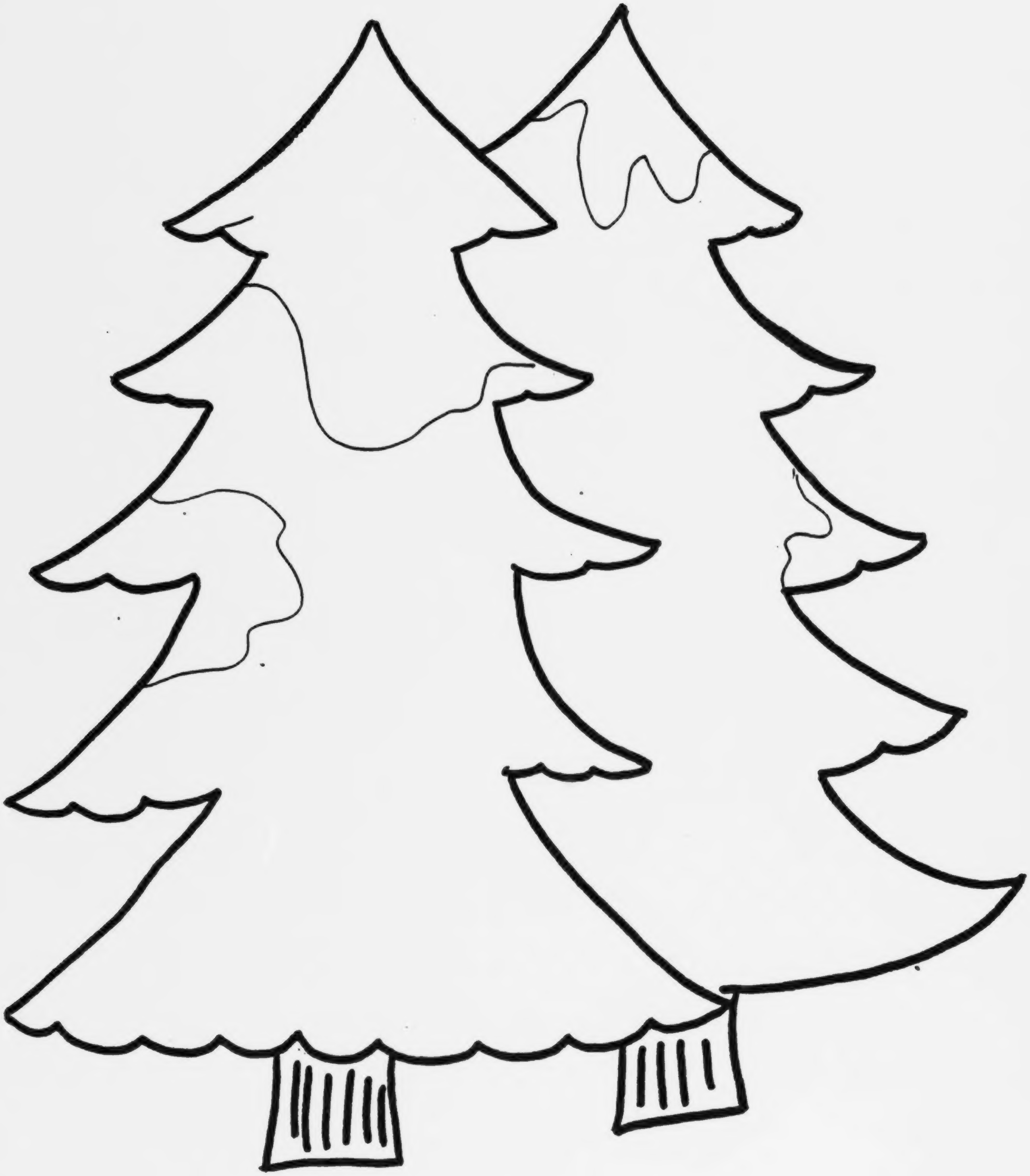


Les vêtements d'hiver de l'ours Gumbo

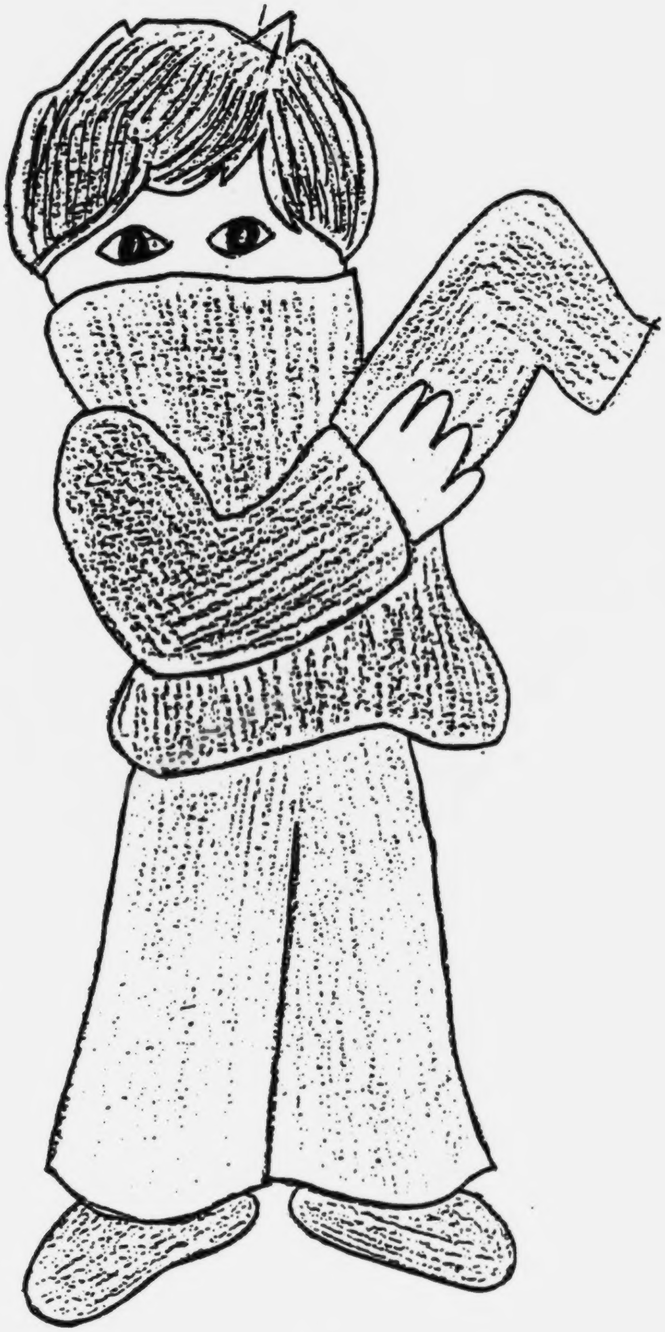


CONTE

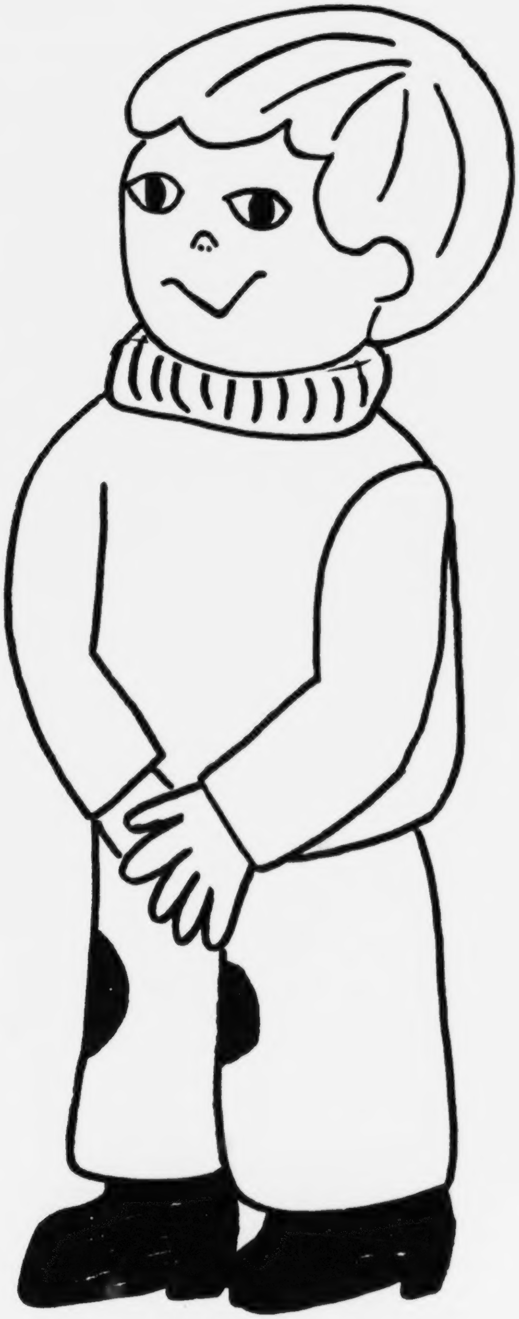




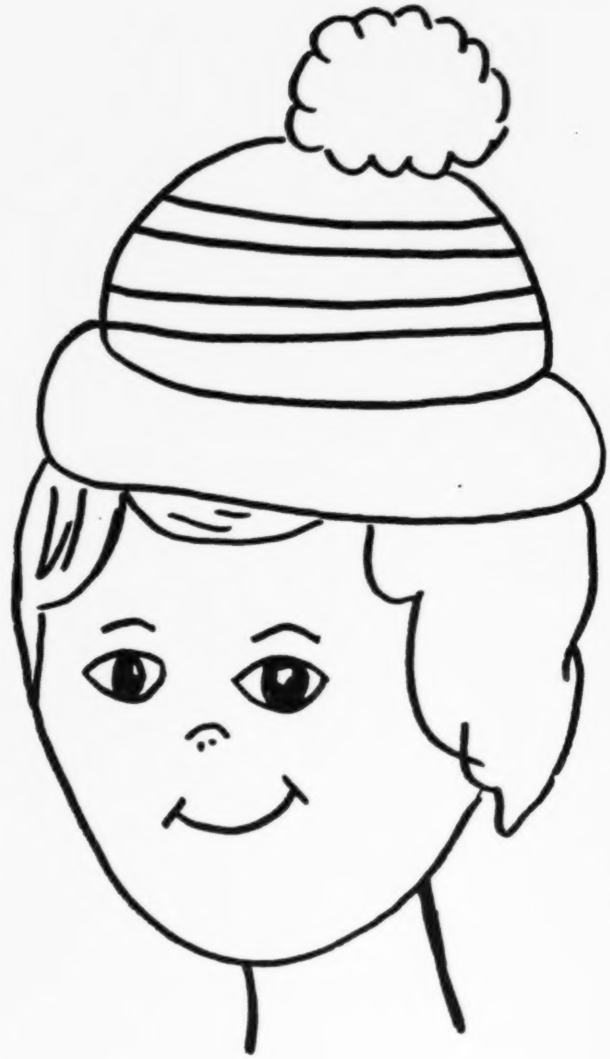
C'est l'hiver. Les sapins sont verts, et blancs.



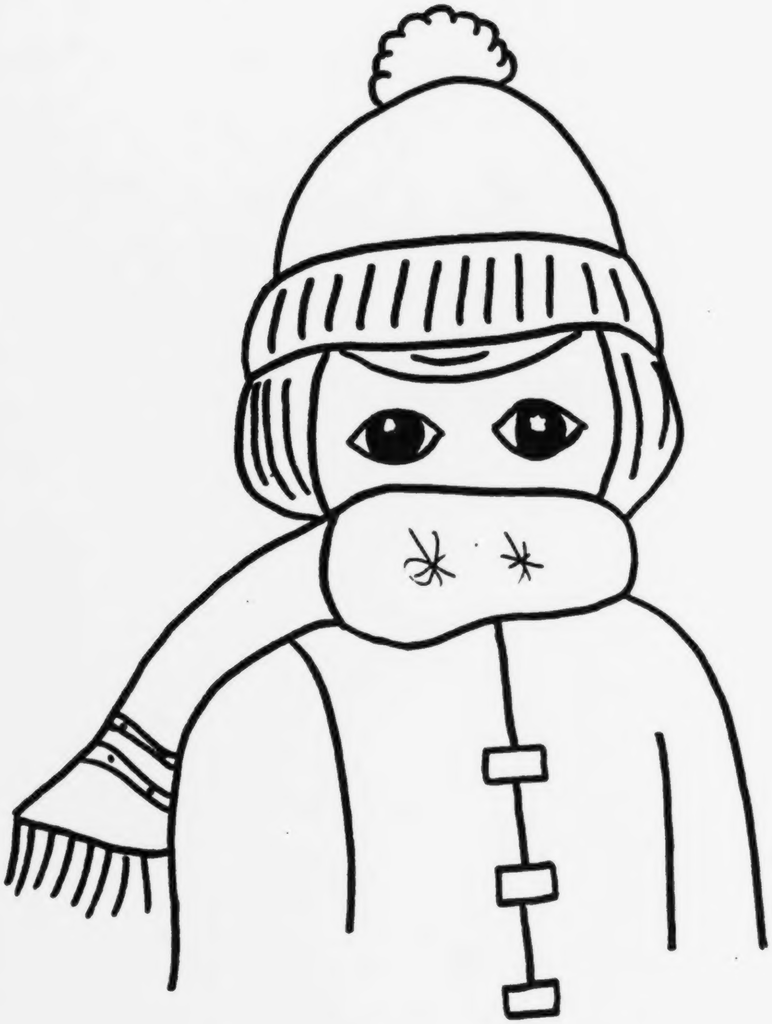
Il fait froid. Je porte un chandail.



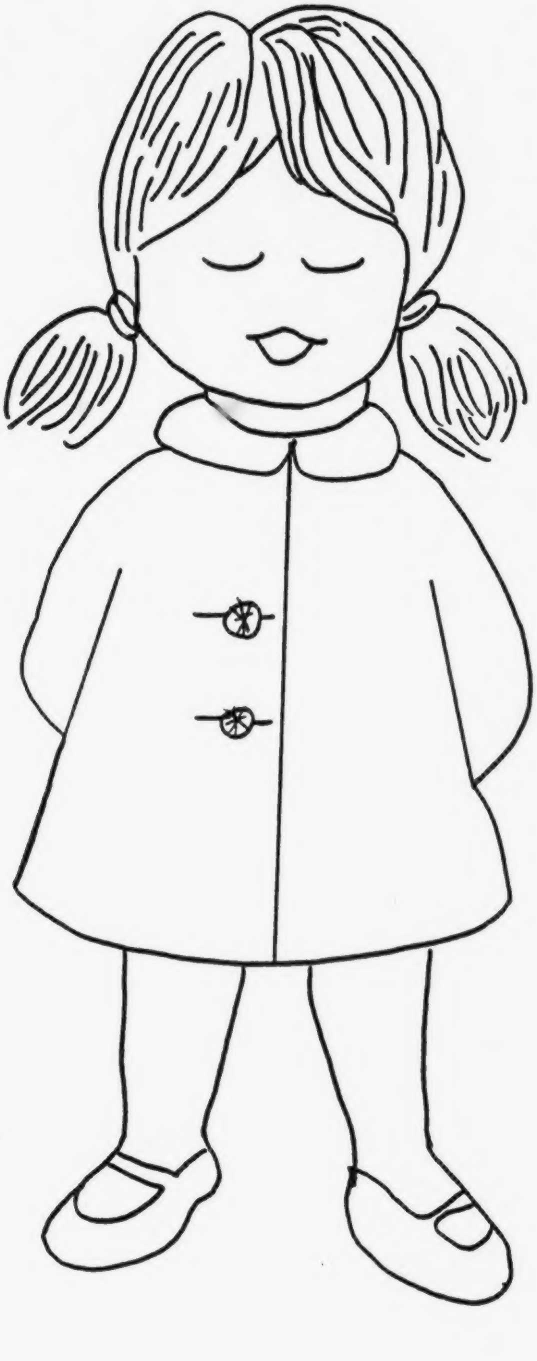
Je porte des bottes.



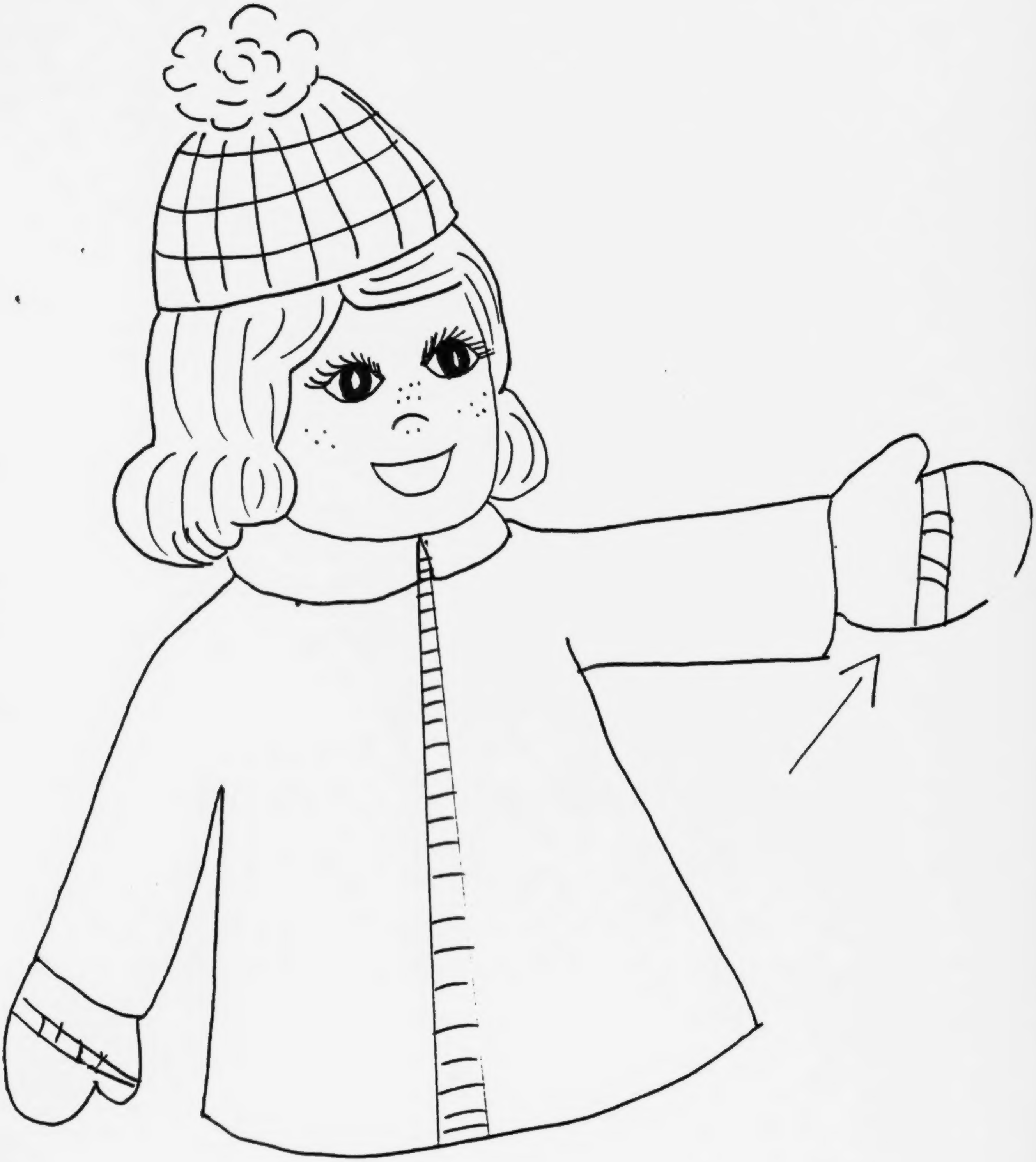
Je porte une tuque.



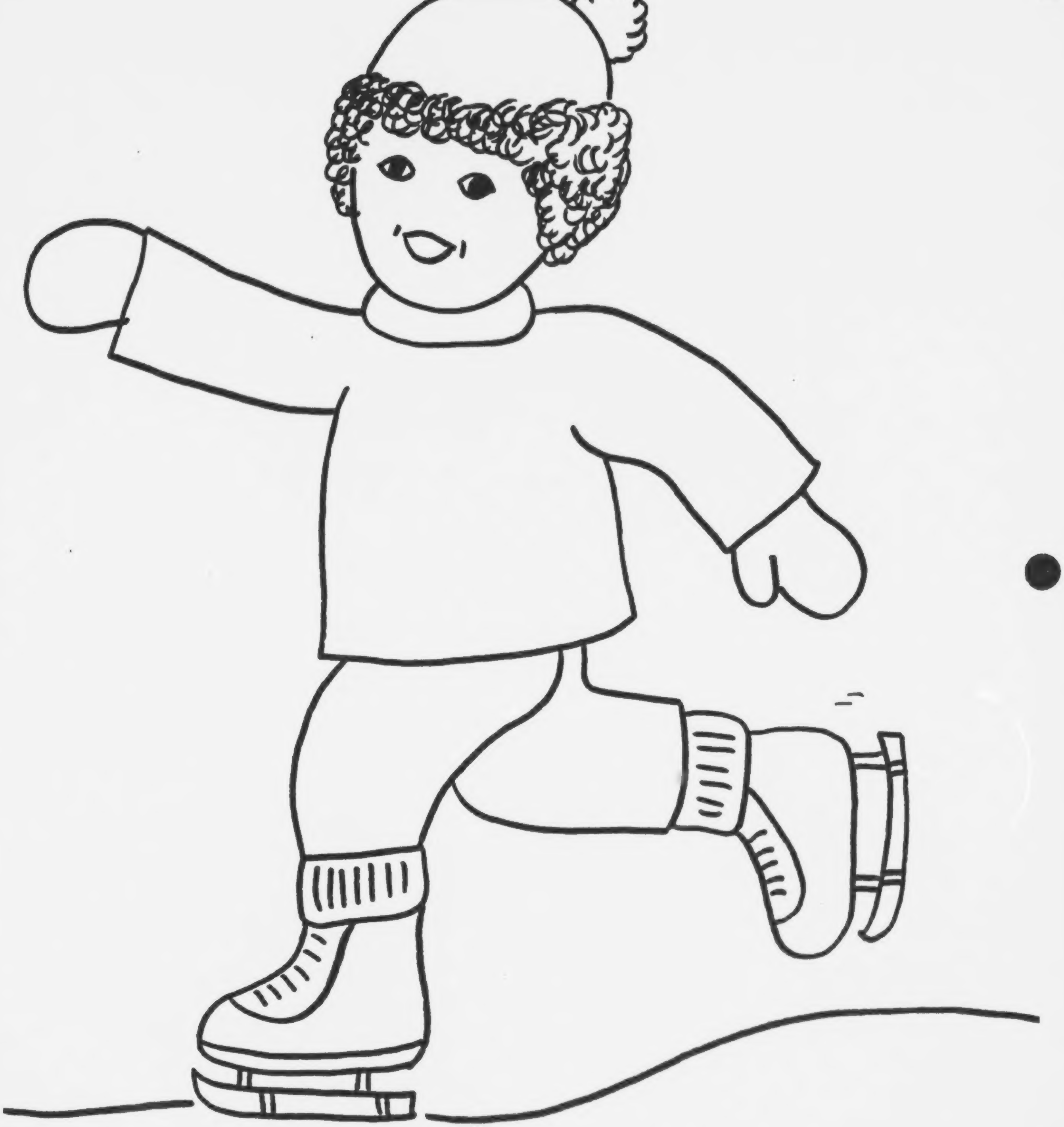
Je porte une écharpe.



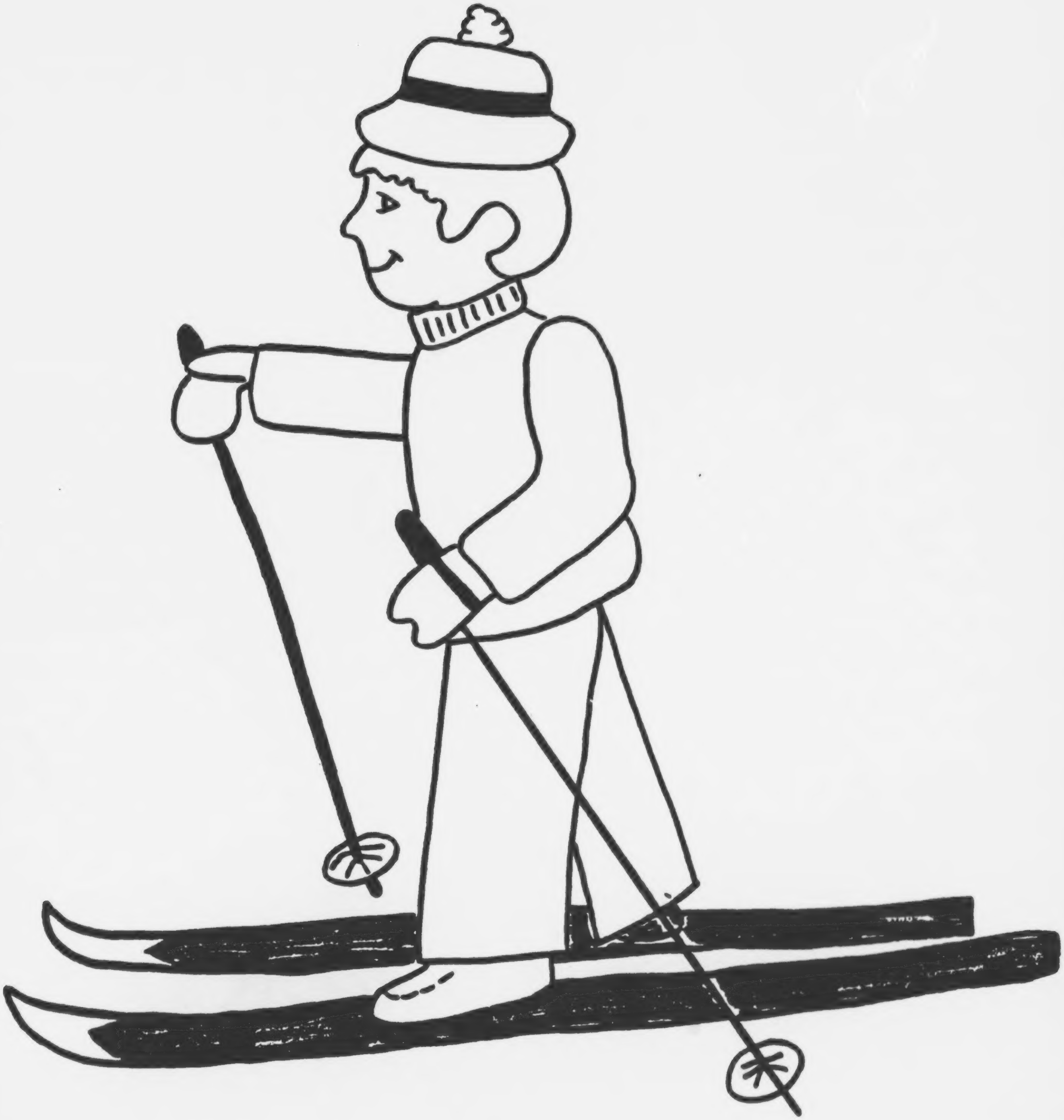
Je porte un manteau.



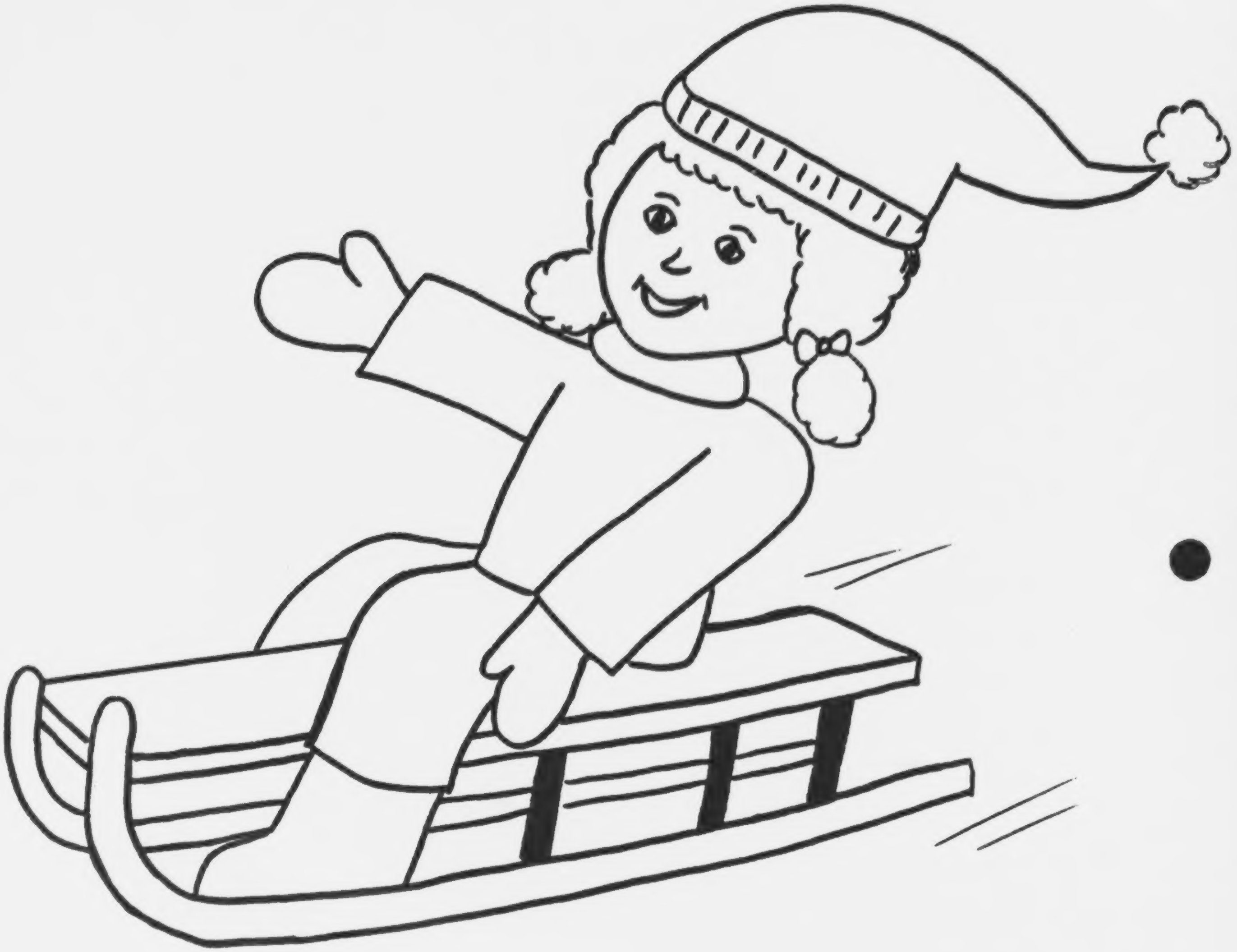
Je porte des mitaines.



Je patine sur la glace.



Je fais du ski.



Je glisse sur mon traîneau.

J'aime l'hiver!

FÉVRIER

Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

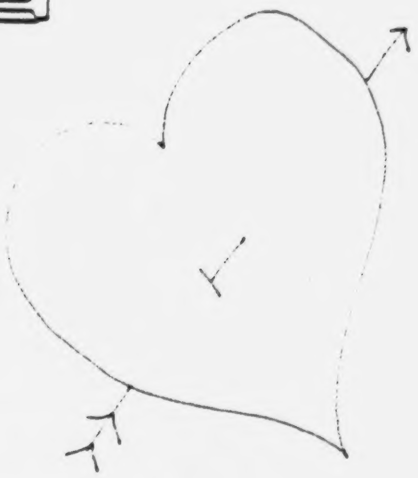
1. La Saint-Valentin
2. La maison

La

Saint-Valentin...

M et 1e ANNÉE

COMPTINES



1. Bonjour

Bonjour copain,
Sois mon Valentin
Bonjour copine,
Sois ma Valentine.

2. J'ai un coeur

L'oiseau a des ailes pour voler,
Et moi j'ai un coeur pour t'aimer.

3. Saint-Valentin

Je découpe un gros coeur
Je découpe un petit coeur
Ah! pourquoi?
Je veux seulement te dire
"Je t'aime!"

CHANSON

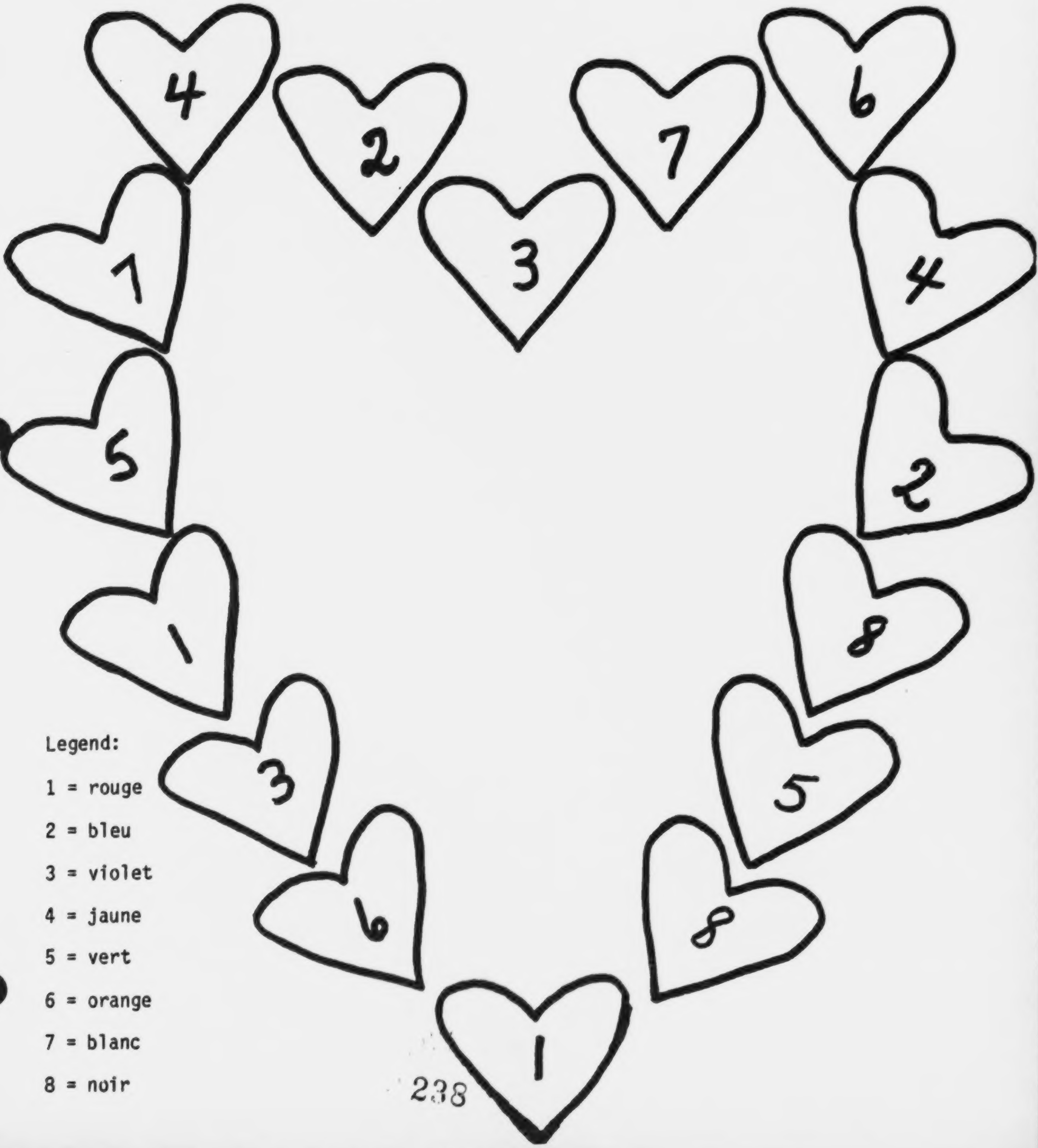
Est-ce que tu veux être mon Valentin?

(Tune: "If I knew you were coming, I'd have baked a cake")

Est-ce que tu veux être mon valentin?
Mon valentin, mon valentin.
Est-ce que tu veux être mon valentin?
Oh, que je t'aime beaucoup!

ACTIVITÉ

1. Listening exercise: Say the number and colour aloud. The students will colour the hearts. In correcting this, use structures: "Numero 1, c'est quelle couleur?" The children will answer: "C'est jaune".



Legend:

1 = rouge

2 = bleu

3 = violet

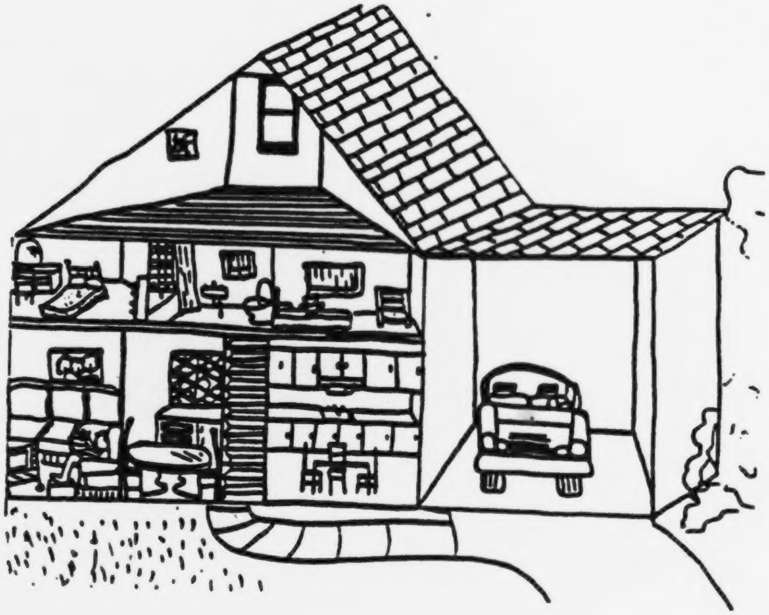
4 = jaune

5 = vert

6 = orange

7 = blanc

8 = noir



LA

MAISON

C. JEU

1. La maison pantomine

To reinforce the vocabulary for the rooms of the house.

Materials needed: See the flashcards on pages 224 & 225

Vocabulaire:	
	la cuisine
	le salon
	la chambre à coucher
	la salle à manger
	la salle de bains
	le garage

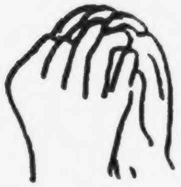
Have the children do the following actions when you name the different rooms in the house.

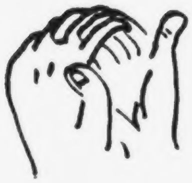
la cuisine (mix something in a bowl)
le salon (watch T.V. or read the newspaper)
la chambre à coucher (sleep)
la salle à manger (eat)
la salle de bains (wash your hands or face)
le garage (drive a car)

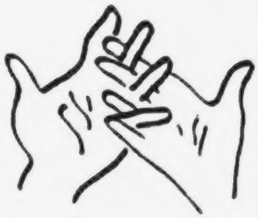
D. ACTIVITÉ

1. Ma maison de doigts

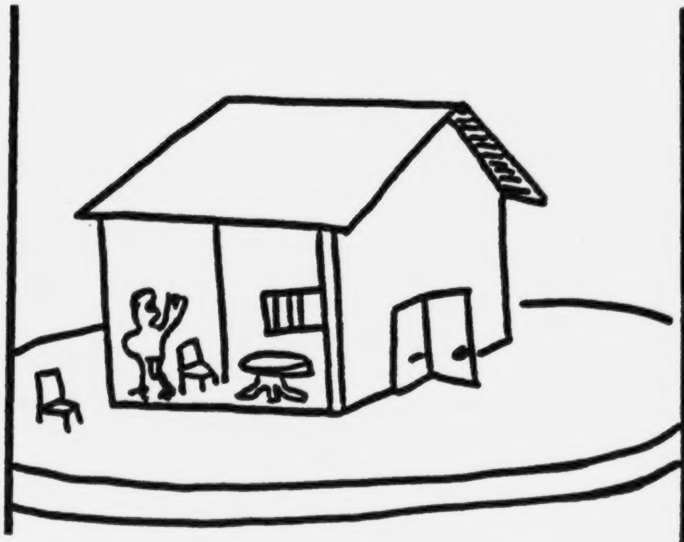
Voici ma maison (1)
Où sont les gens?
Ouvre la porte (2)
Ils sont dedans (3)


(1)

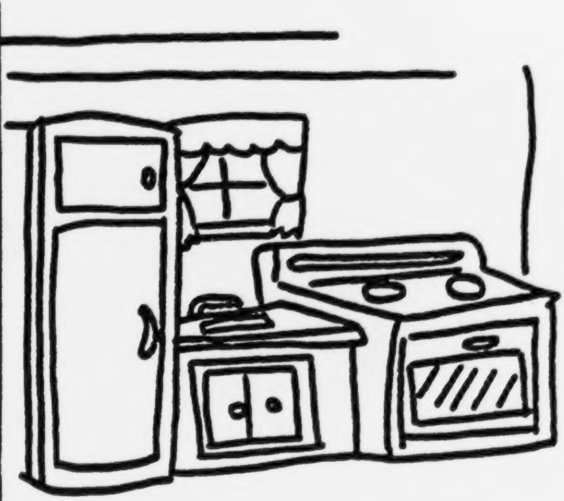

(2)


(3)

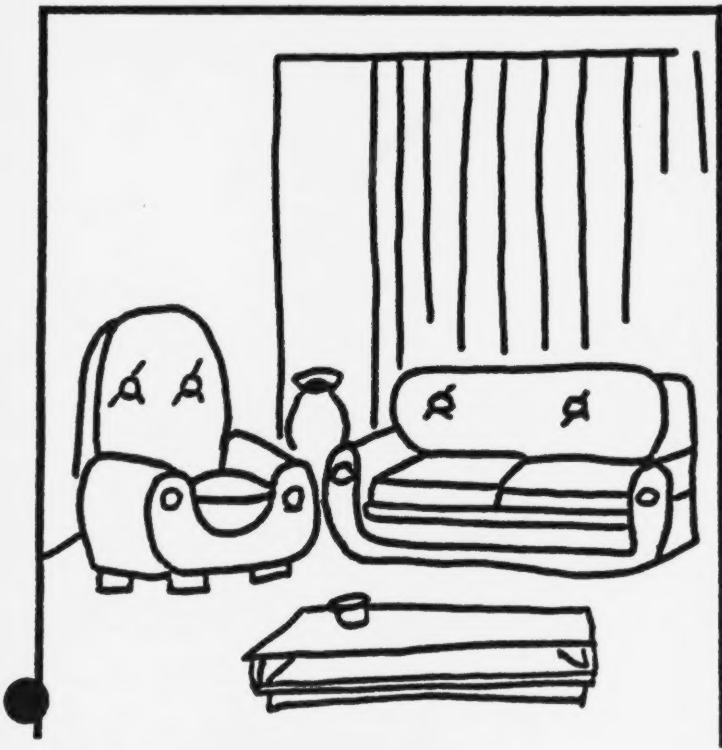
Flashcards to be used when presenting the rooms in the house.



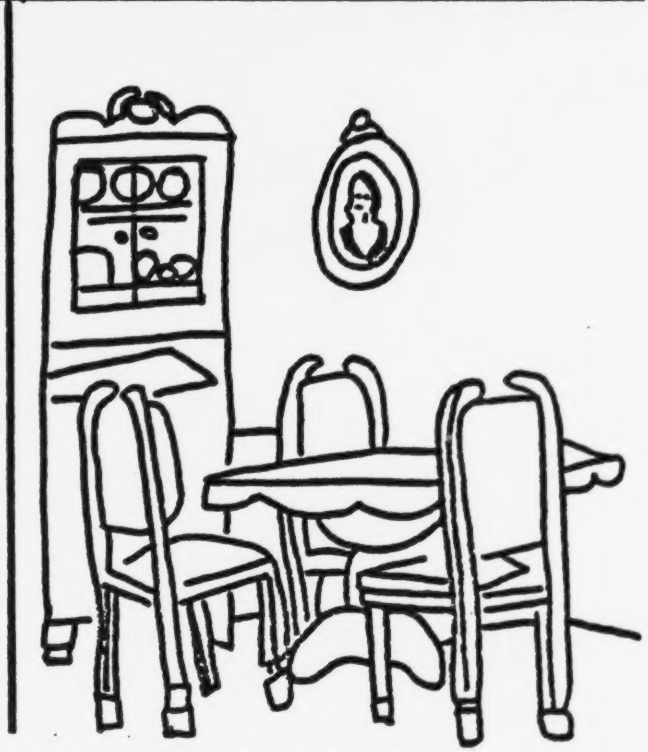
Voici la maison.



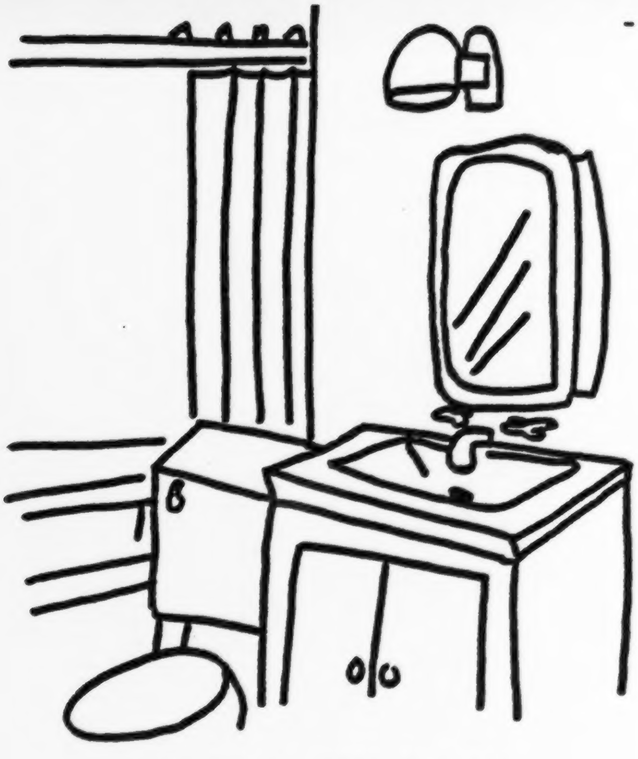
Voici la cuisine.



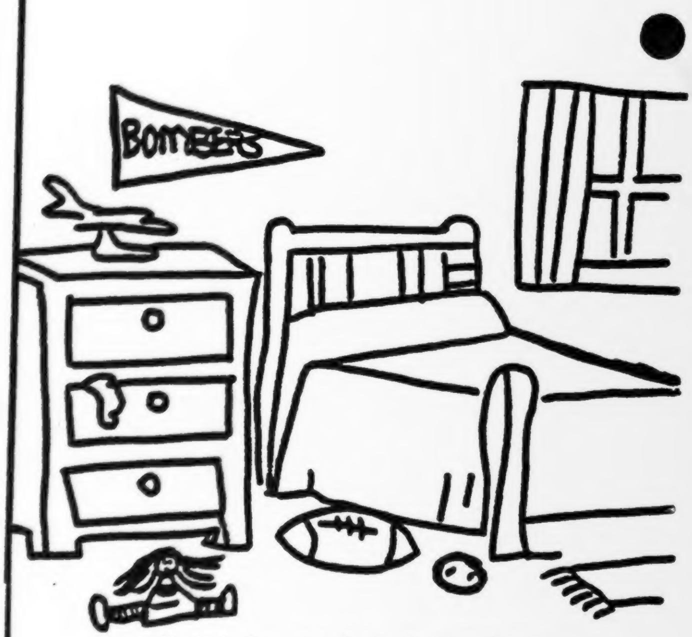
Voici le salon.



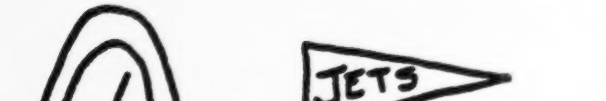
Voici la salle à manger.



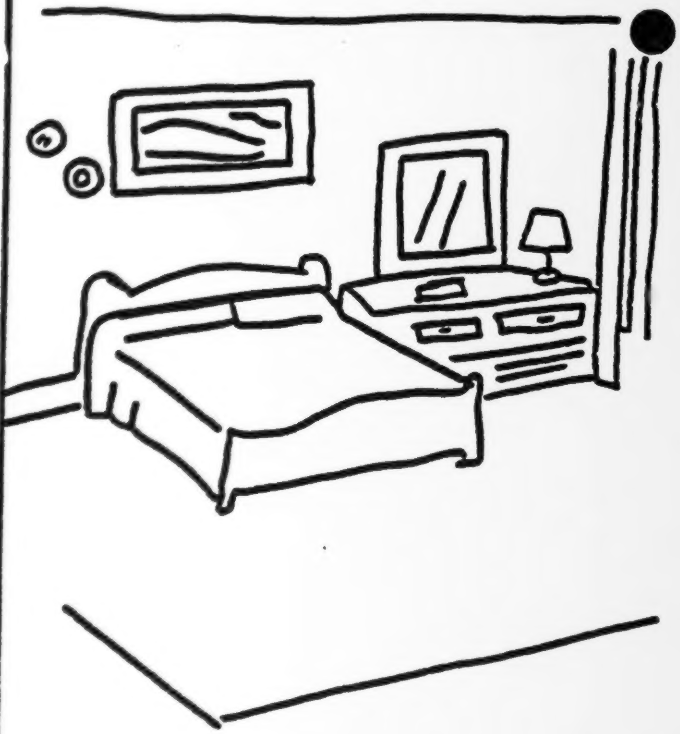
Voici la salle de bains.



Voici la chambre à coucher.



Voici la chambre à coucher.



Voici la chambre à coucher.

MARS

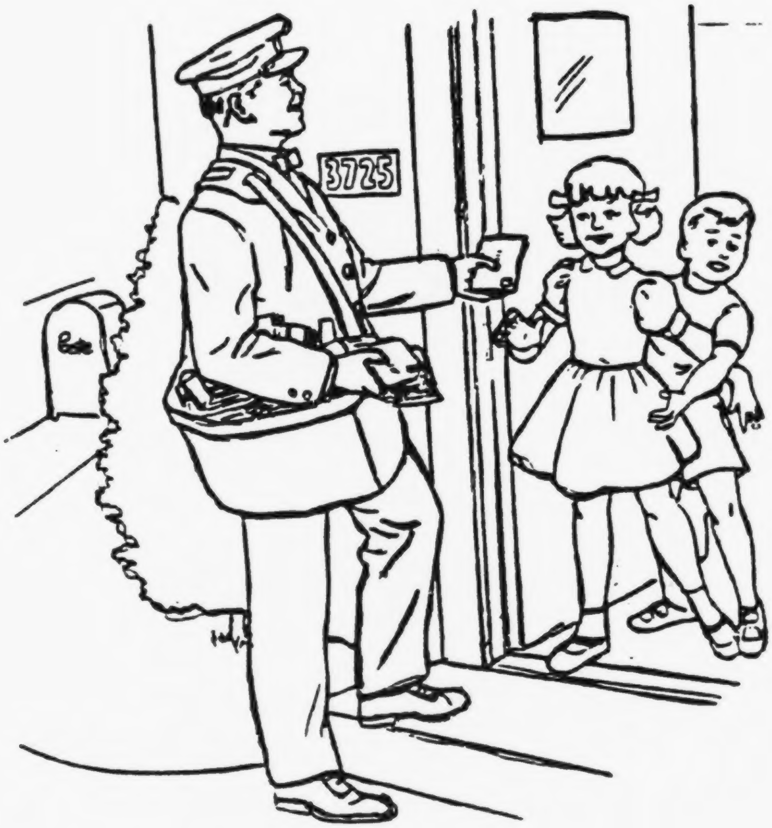
Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. Le facteur
2. Le printemps
3. Les moyens de transport
4. La Saint-Patrice

LE FACTEUR



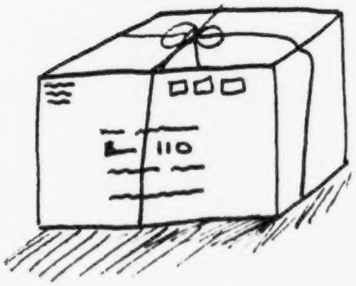
M et 1e ANNÉE

COMPTINE

La facteure

(Tune: Twinkle, twinkle little star)

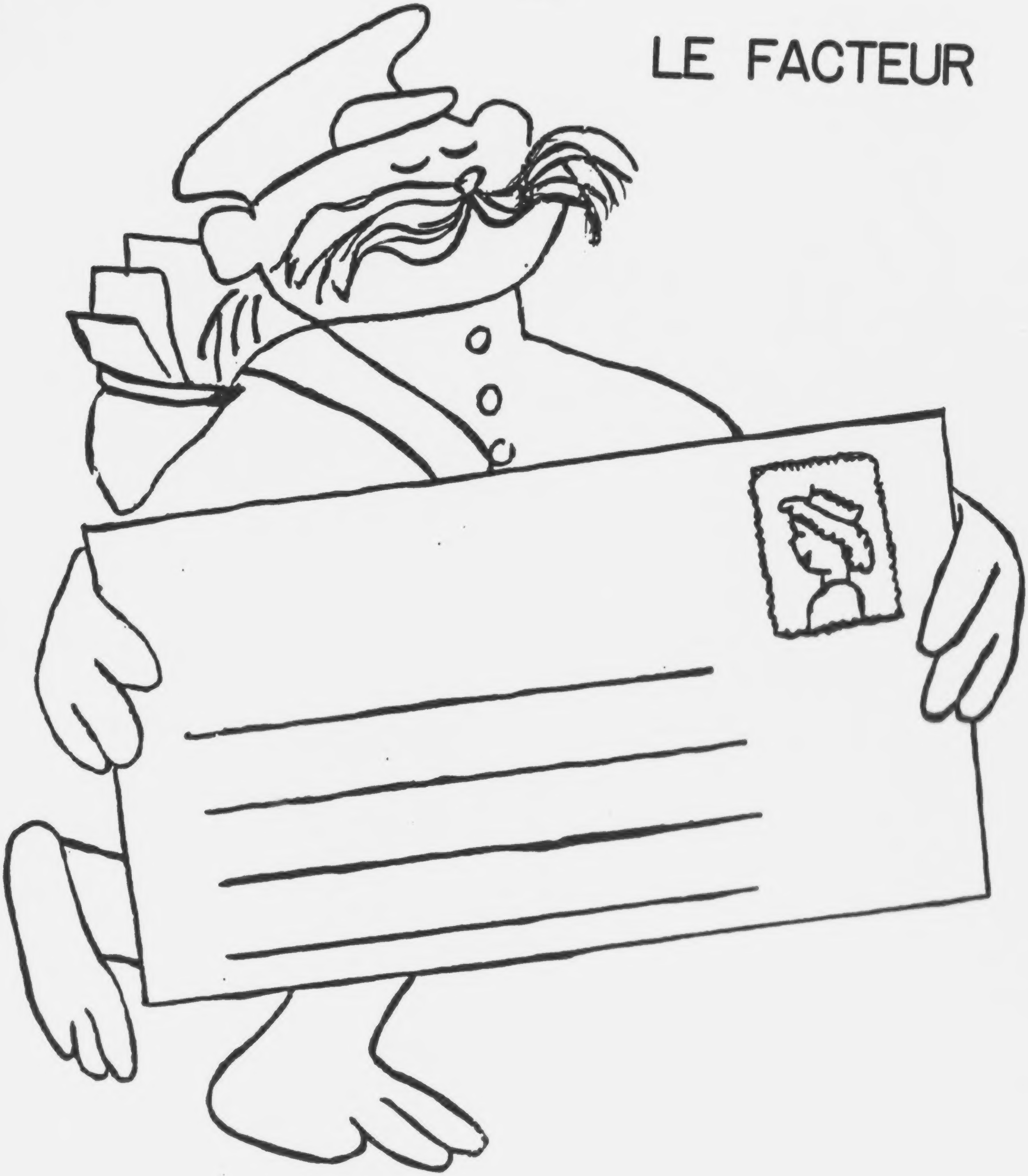
La facteure c'est notre amie;
Regarde bien, la voici!
Dans son sac plein de lettres
Elle vient vite nous les remettre;
Le facteure c'est notre amie,
Regarde bien, la voici!



CHÂTELAINE

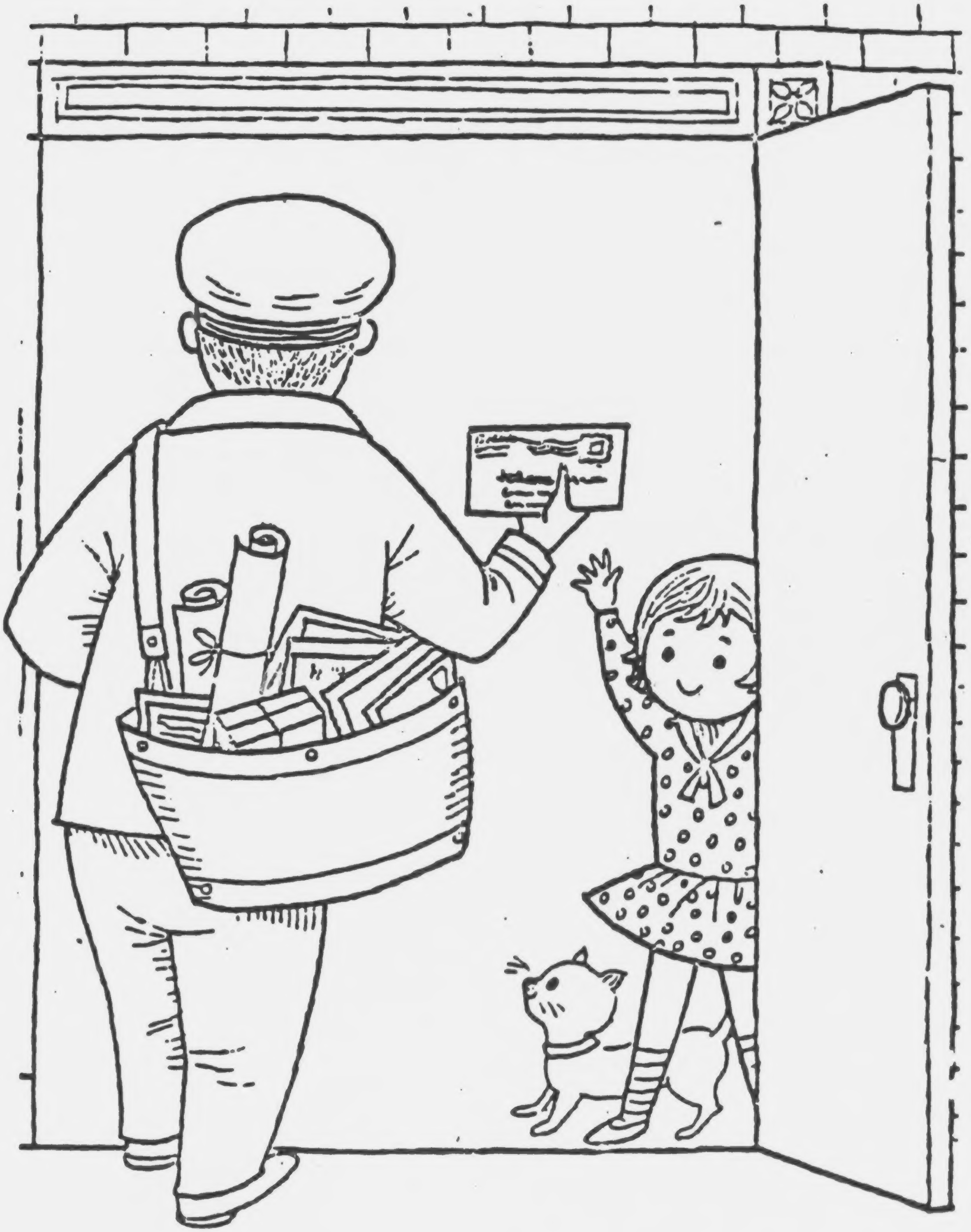
CONTE

LE FACTEUR

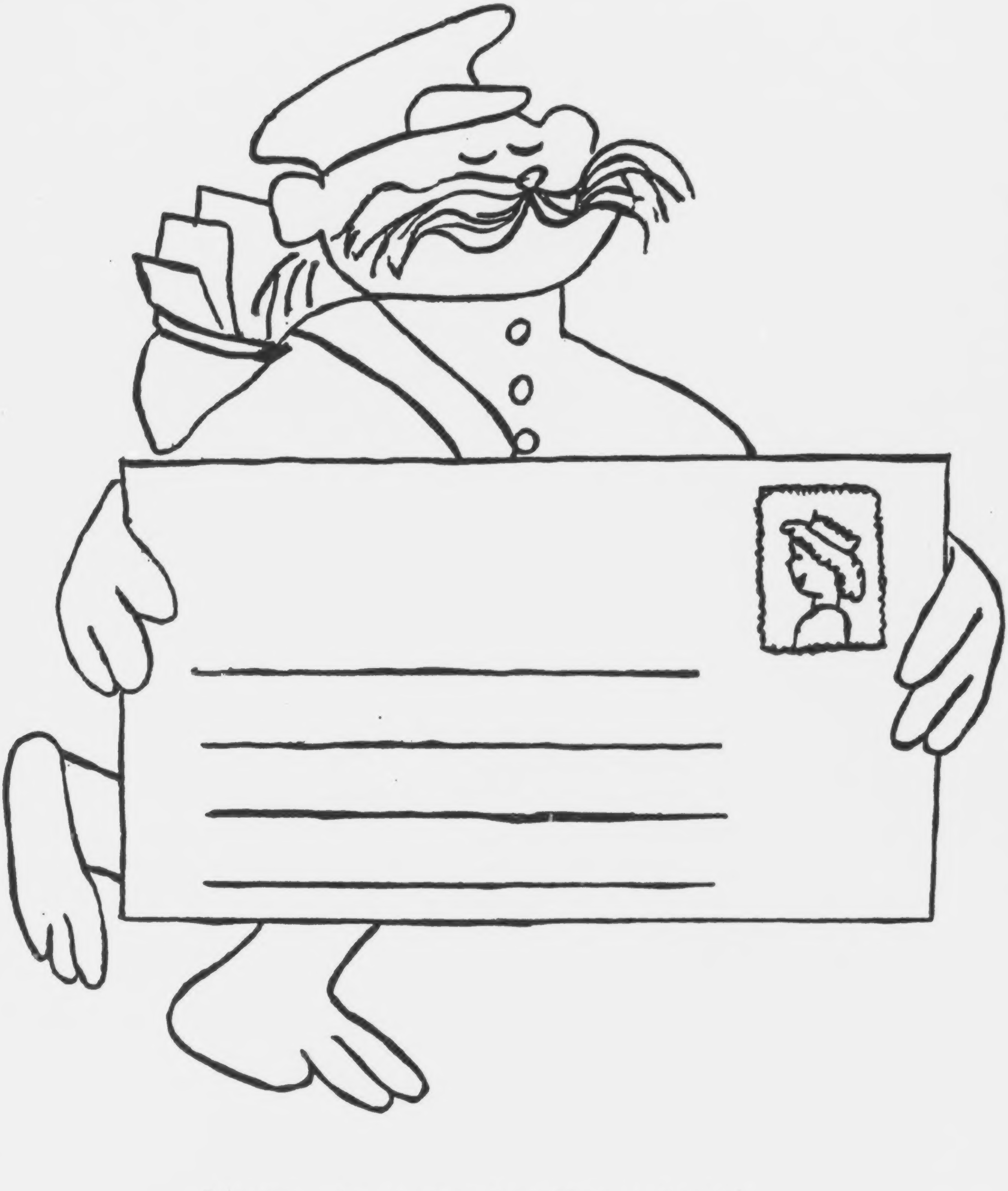


Suggestion: The teacher may wish to write in the name and address of the school.

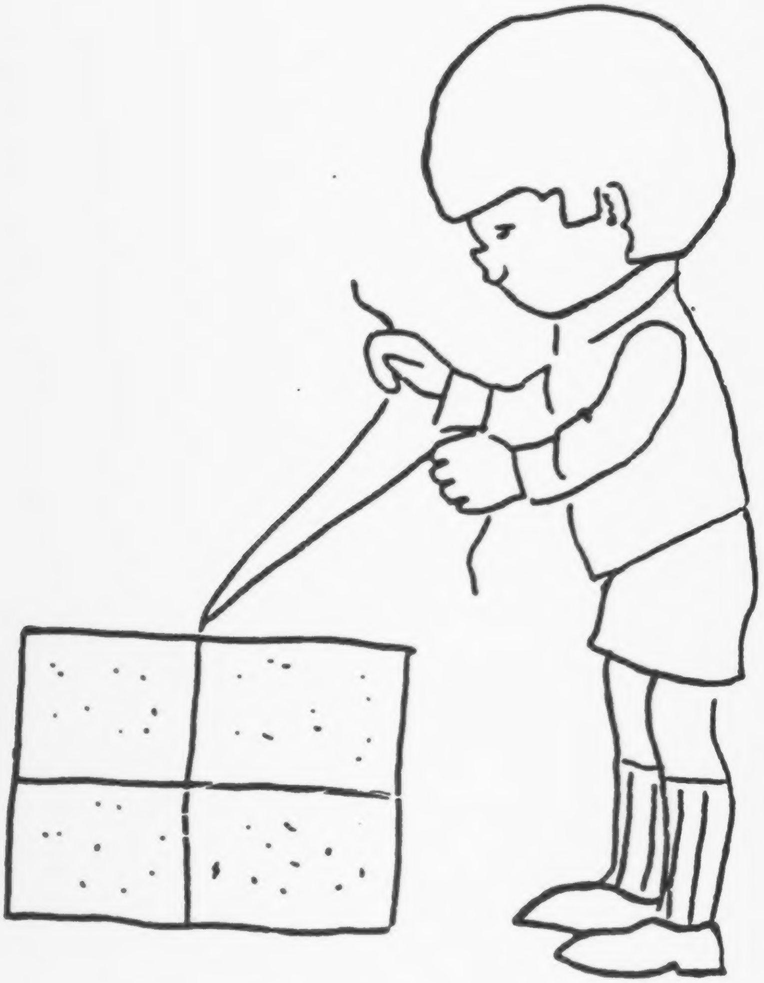
Structures to be used: "C'est quelle école?"
"C'est quel numéro?" etc...



Regardez! Qui est-ce? C'est le policier? Non, c'est le facteur.

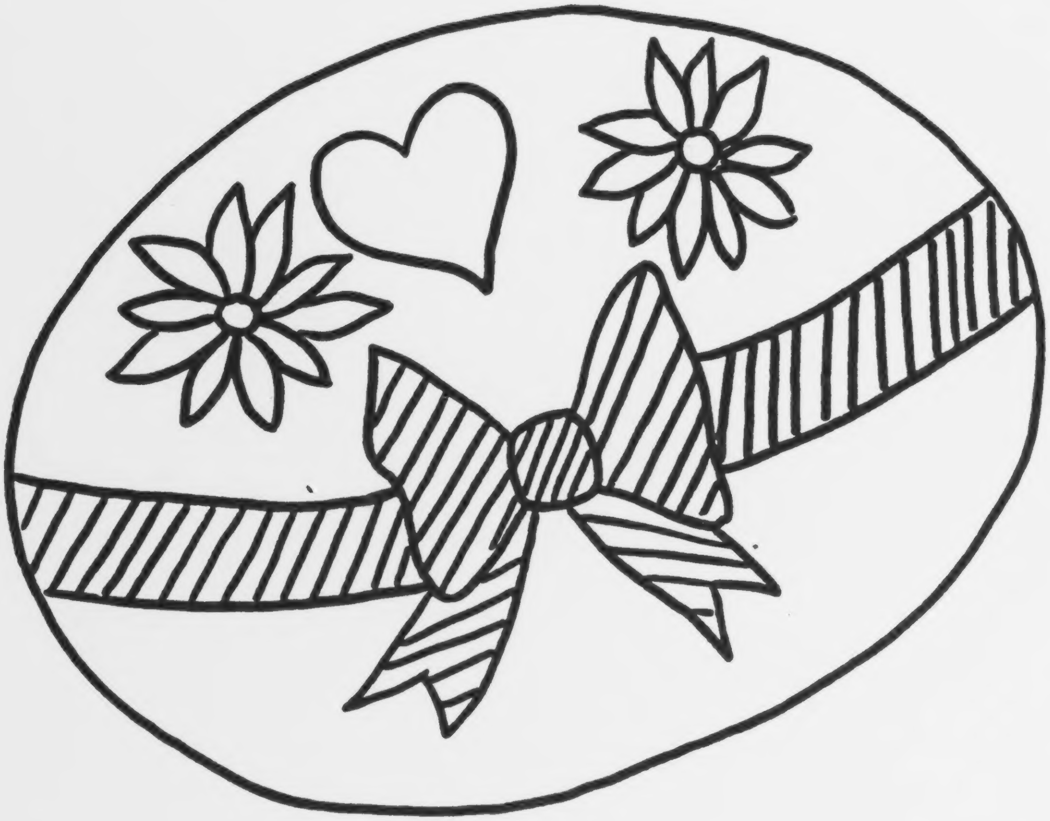


Qu'est-ce qu'il a? Il a des lettres et des colis.



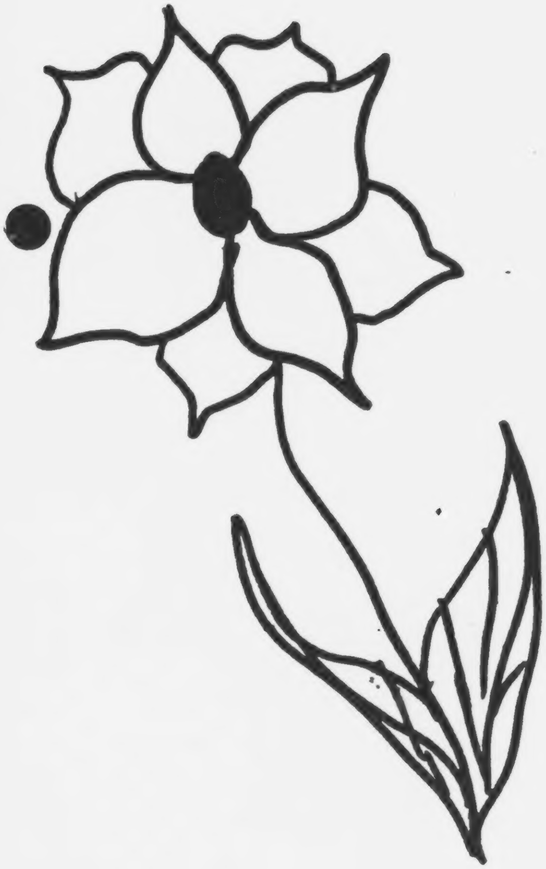
C'est pour moi? Oh! Qu'est-ce que c'est? Ce n'est pas une carte.

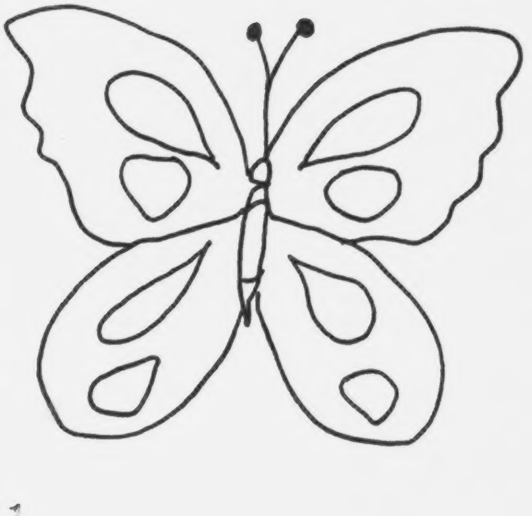
C'est un gros colis. Mais, qu'est-ce que c'est?



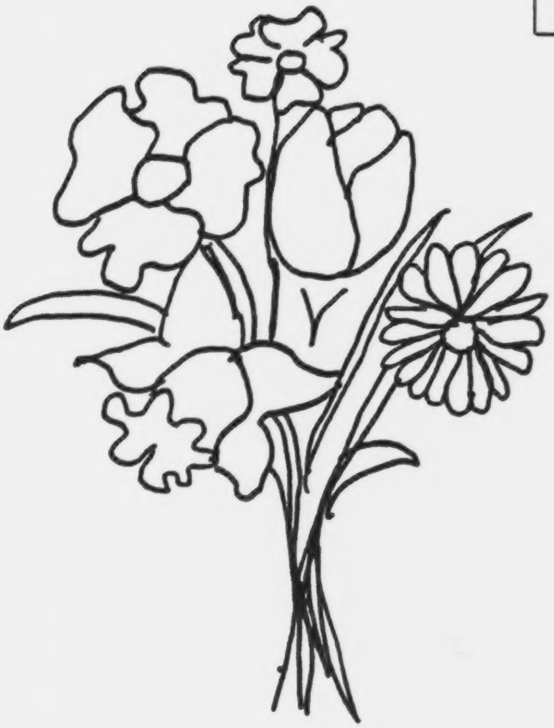
Oh! C'est un beau cadeau. C'est un oeuf de Pâques.
Joyeuses Pâques !

LE PRINTEMPS





M et 1e ANNÉE



COMPTINES

1. Je suis une fleur
A trois couleurs
Et, j'ouvre mon coeur
A la lueur.

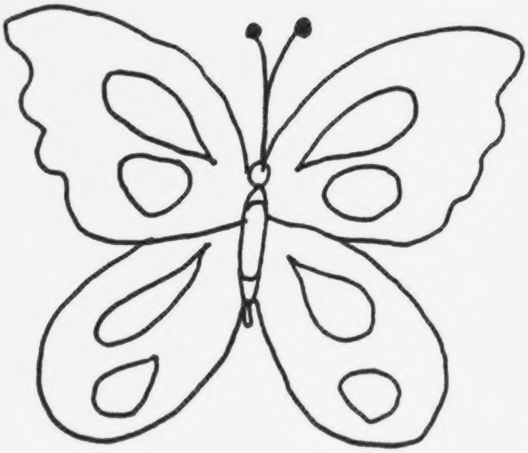
2. Les plaisirs du jardin
Au début du printemps,
Comme il est amusant,
De travailler au jardin
Tôt le matin.

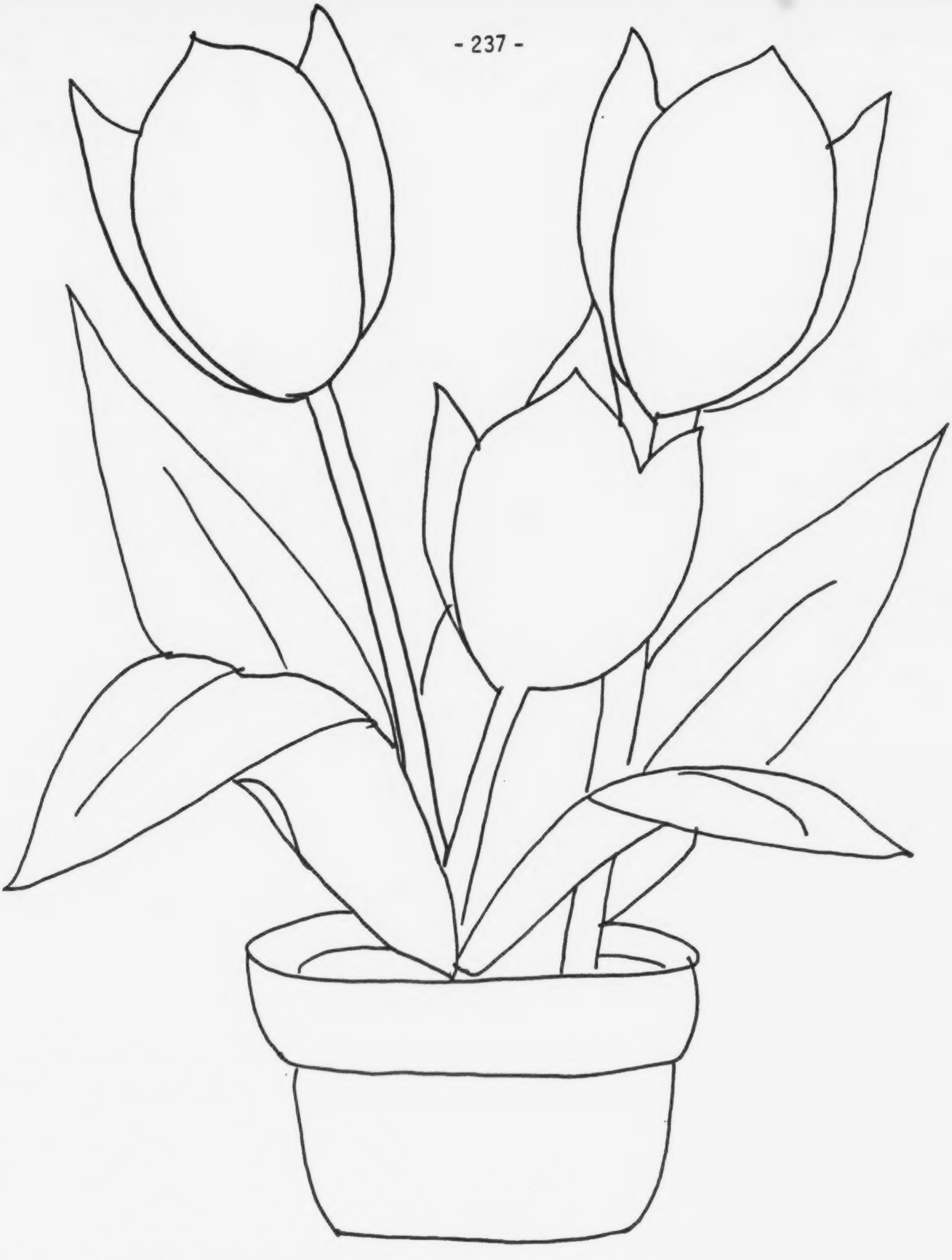
CHANSON

1. Joli papillon

(Tune: de Jolie Jacqueline)

Joli papillon, vole, vole,
Joli papillon, vole, vole,
Joli papillon, vole, vole,
Joli, joli, joli,
Joli, joli, joli,
Joli, joli, joli, papillon!





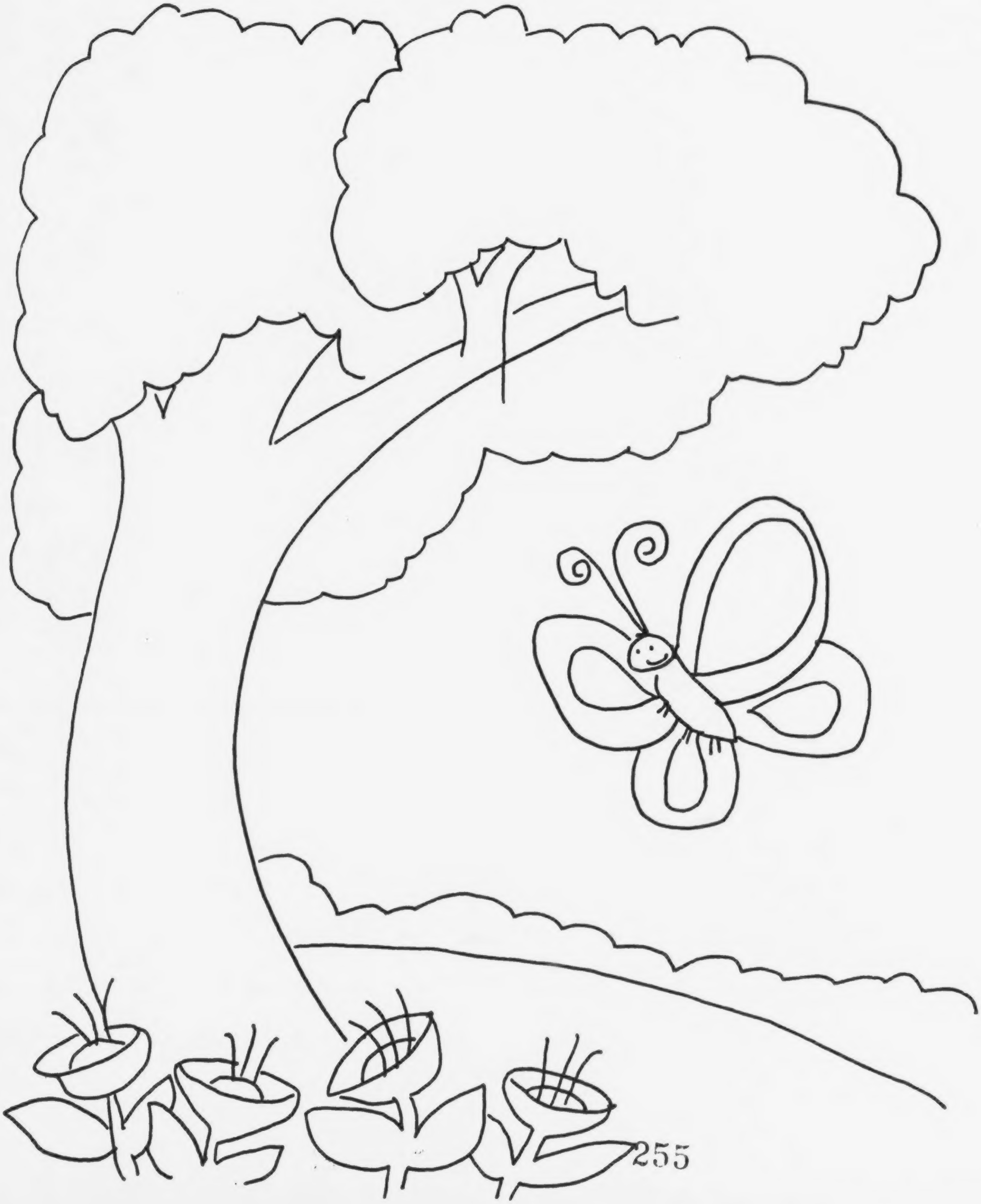
Teacher's instructions to students:

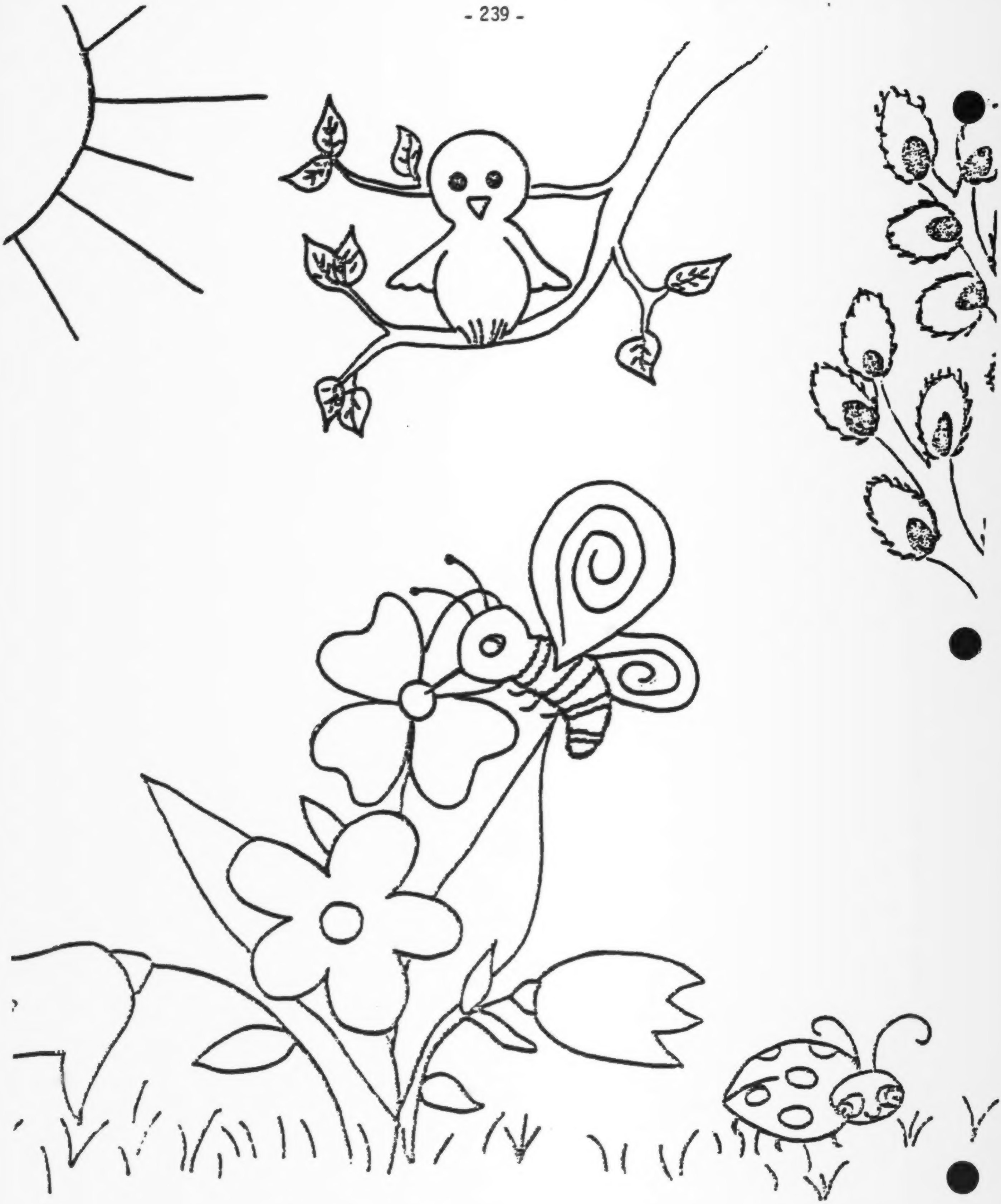
Colorie les tulipes en rouge; les feuilles en vert; le pot à fleurs en jaune.

* Note: The underlined words must be pre-taught.

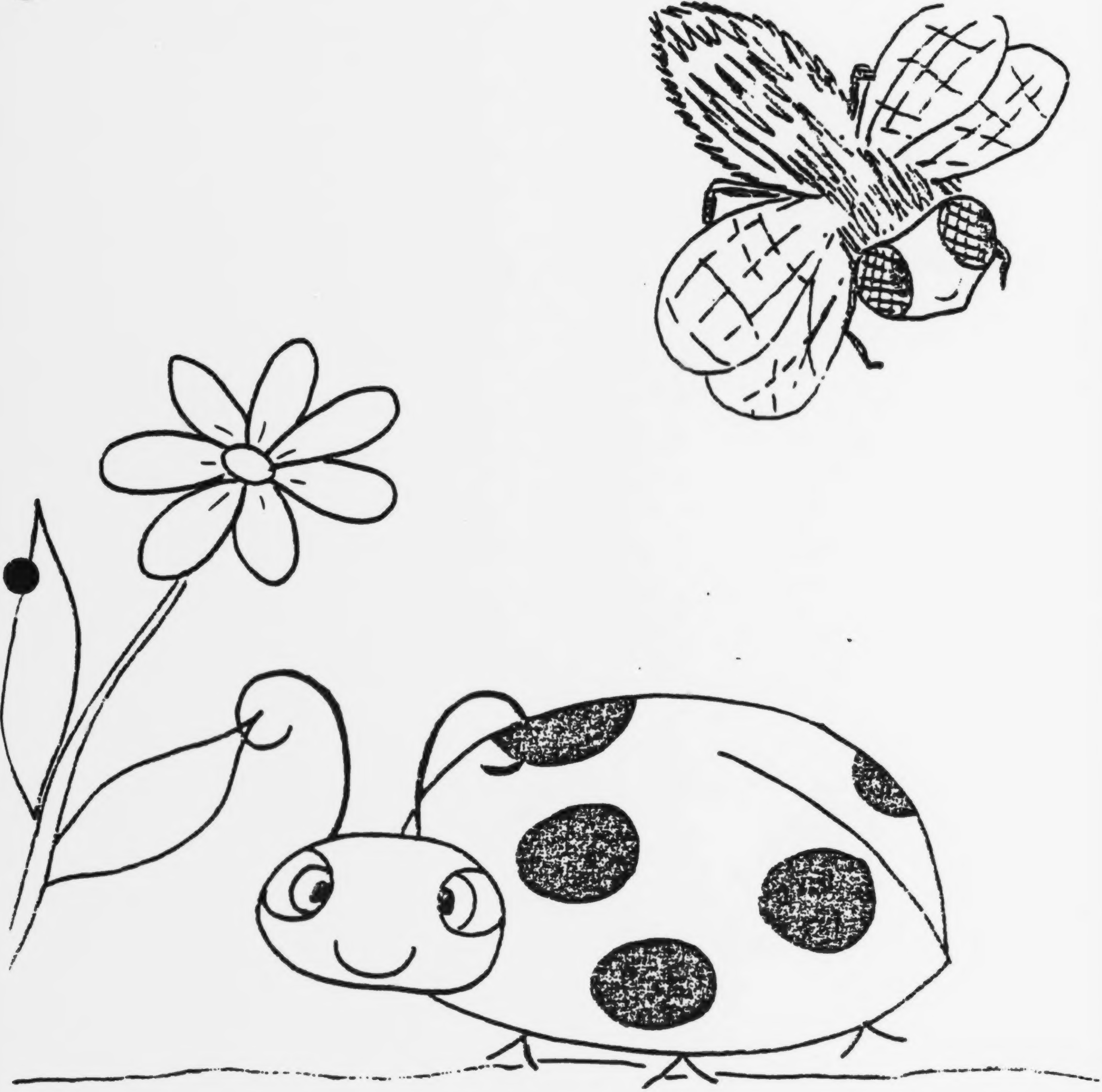
CONTE

OÙ EST CLÉO ?

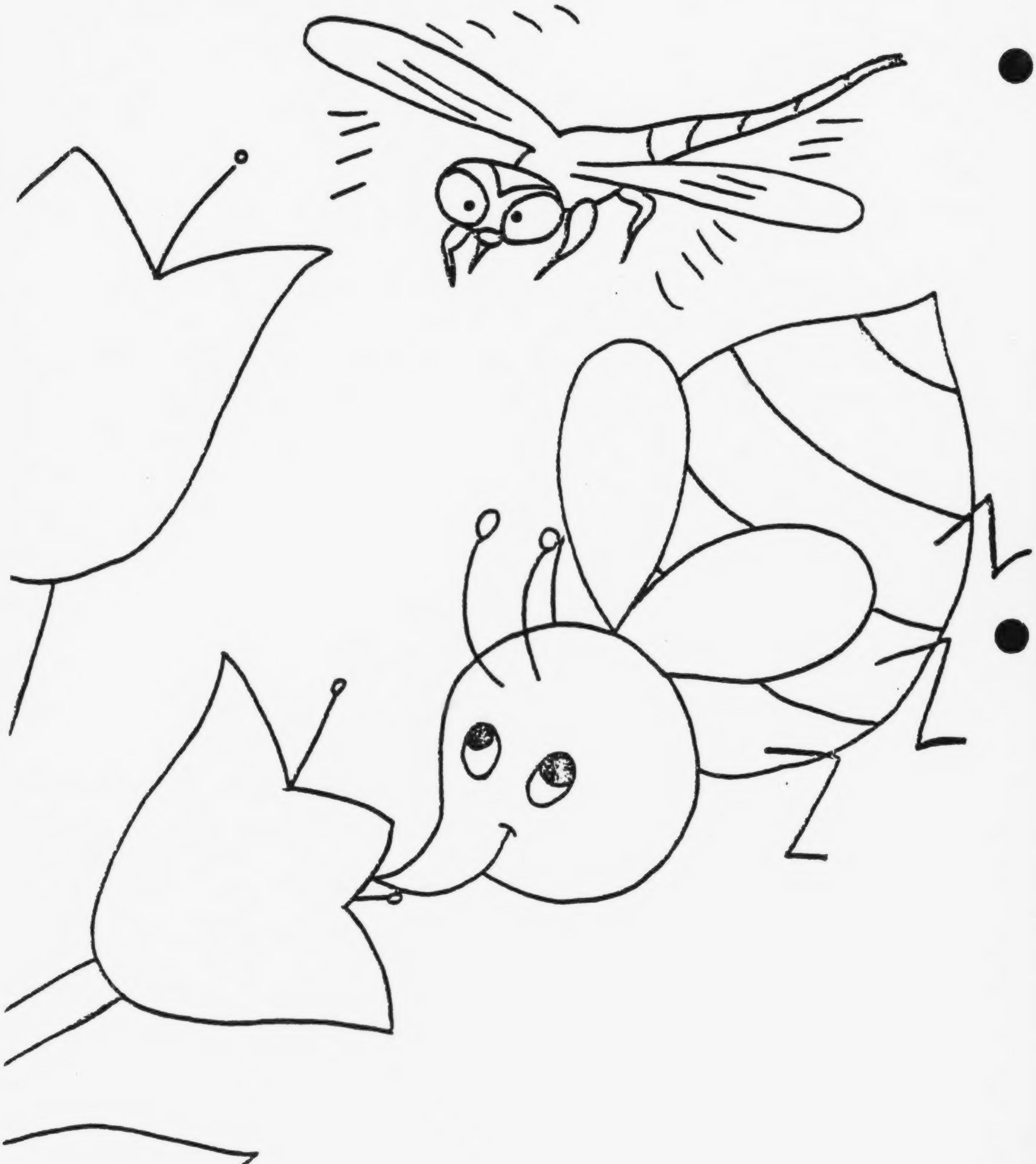




C'est le printemps. Dans la fôret il y a cinq amis.

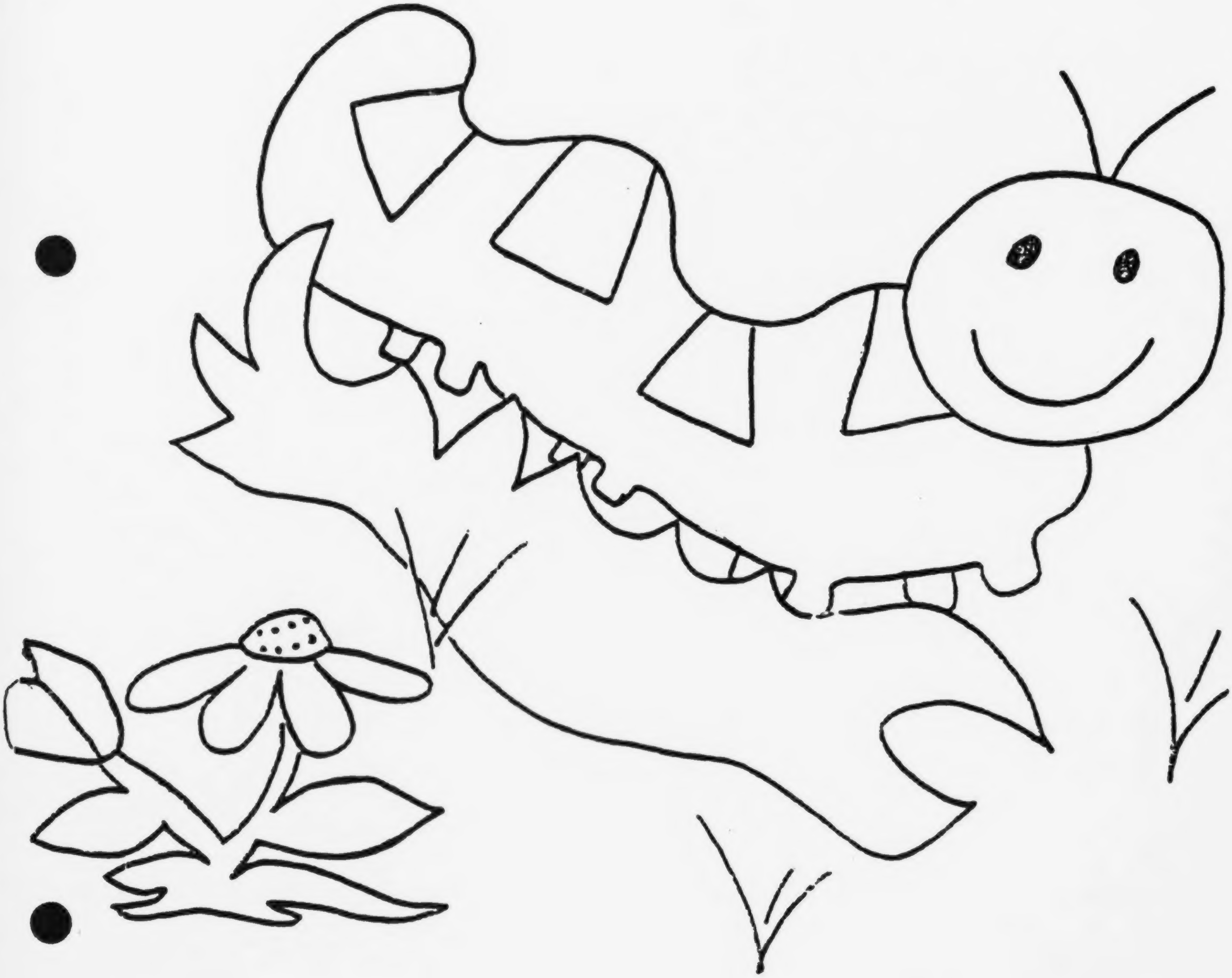


une coccinelle rouge et une mouche noir,

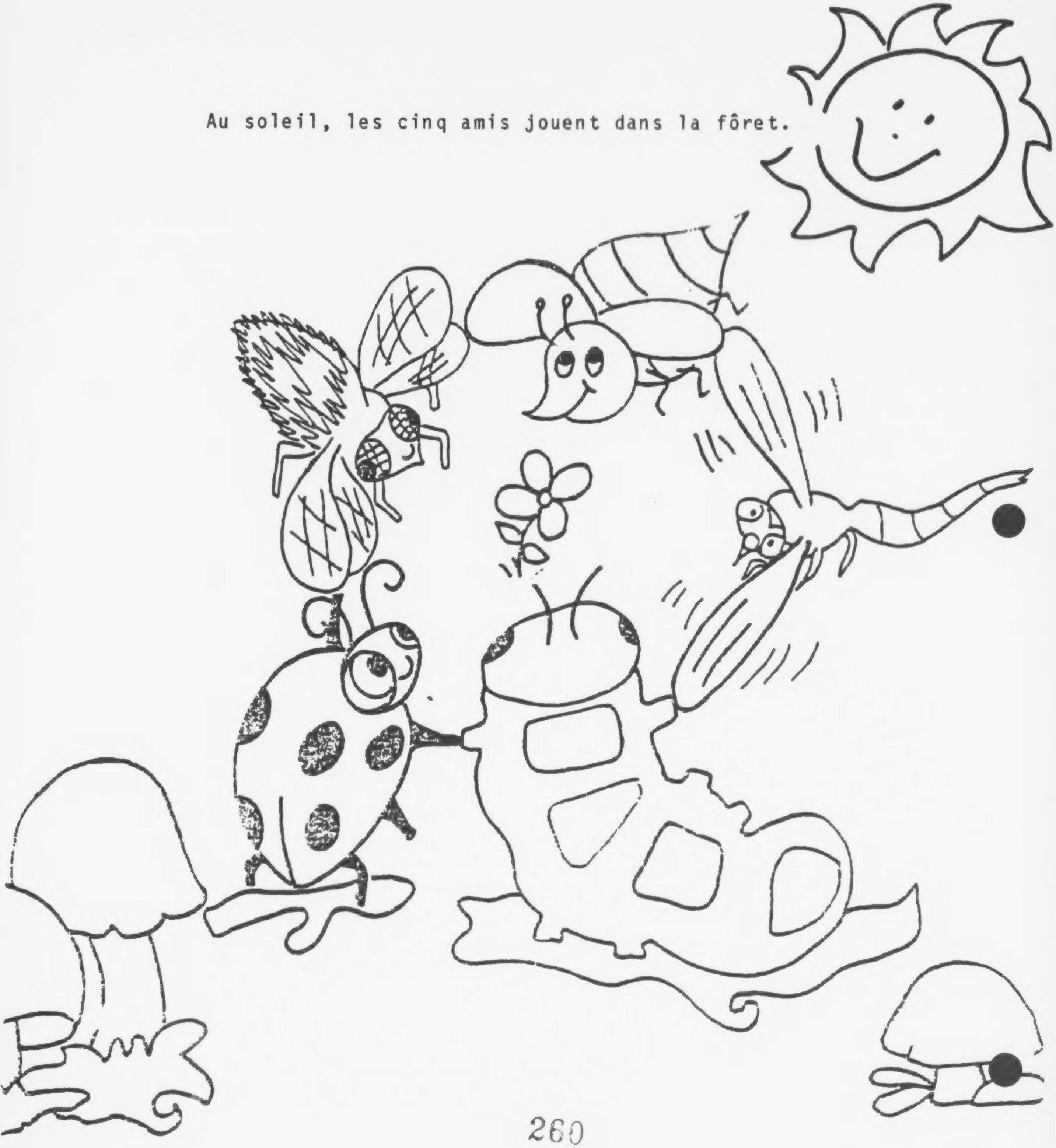


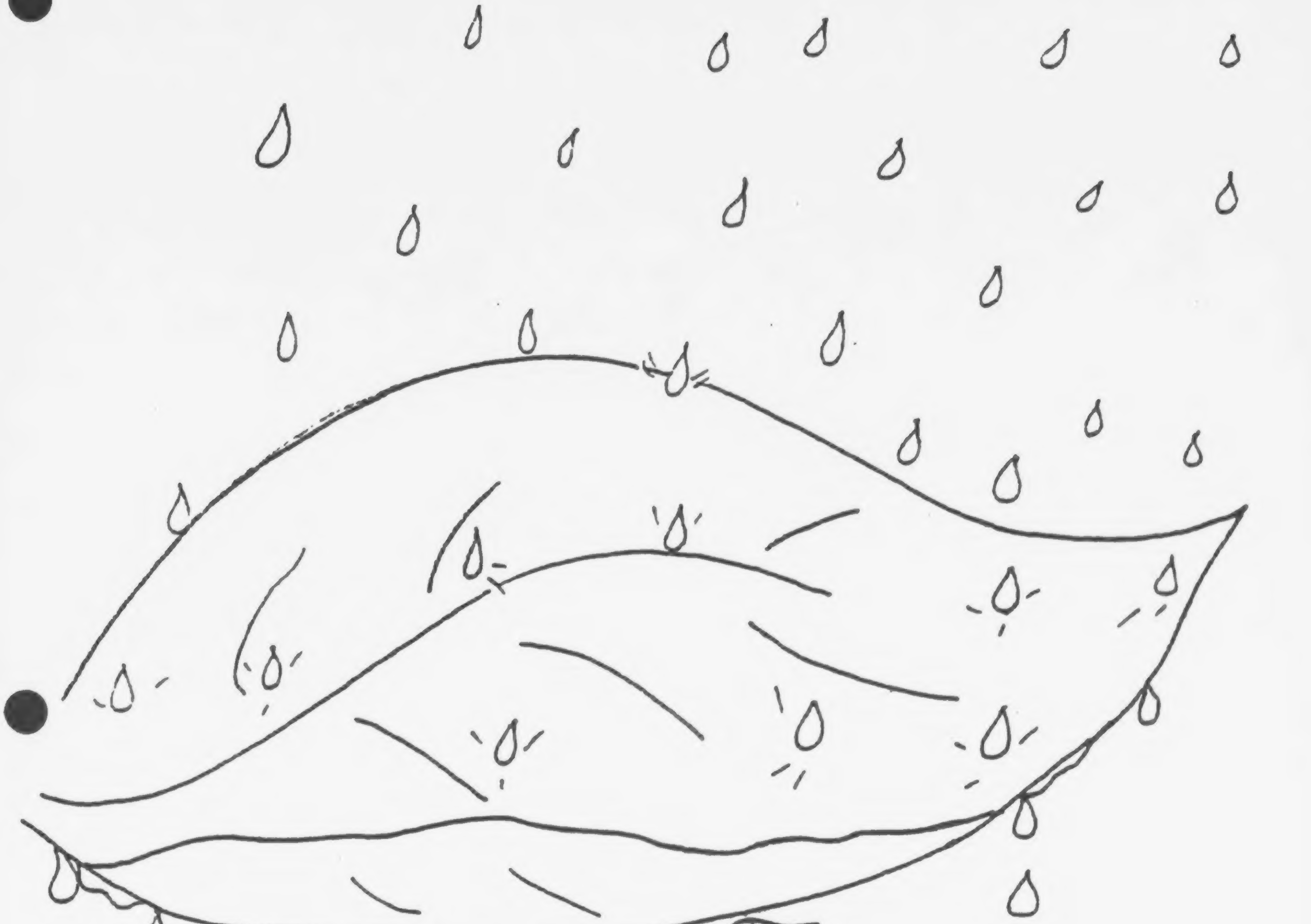
une abeille et un petit mousti[illegible]e,

et Cléo, la jolie chenille verte et bleue.



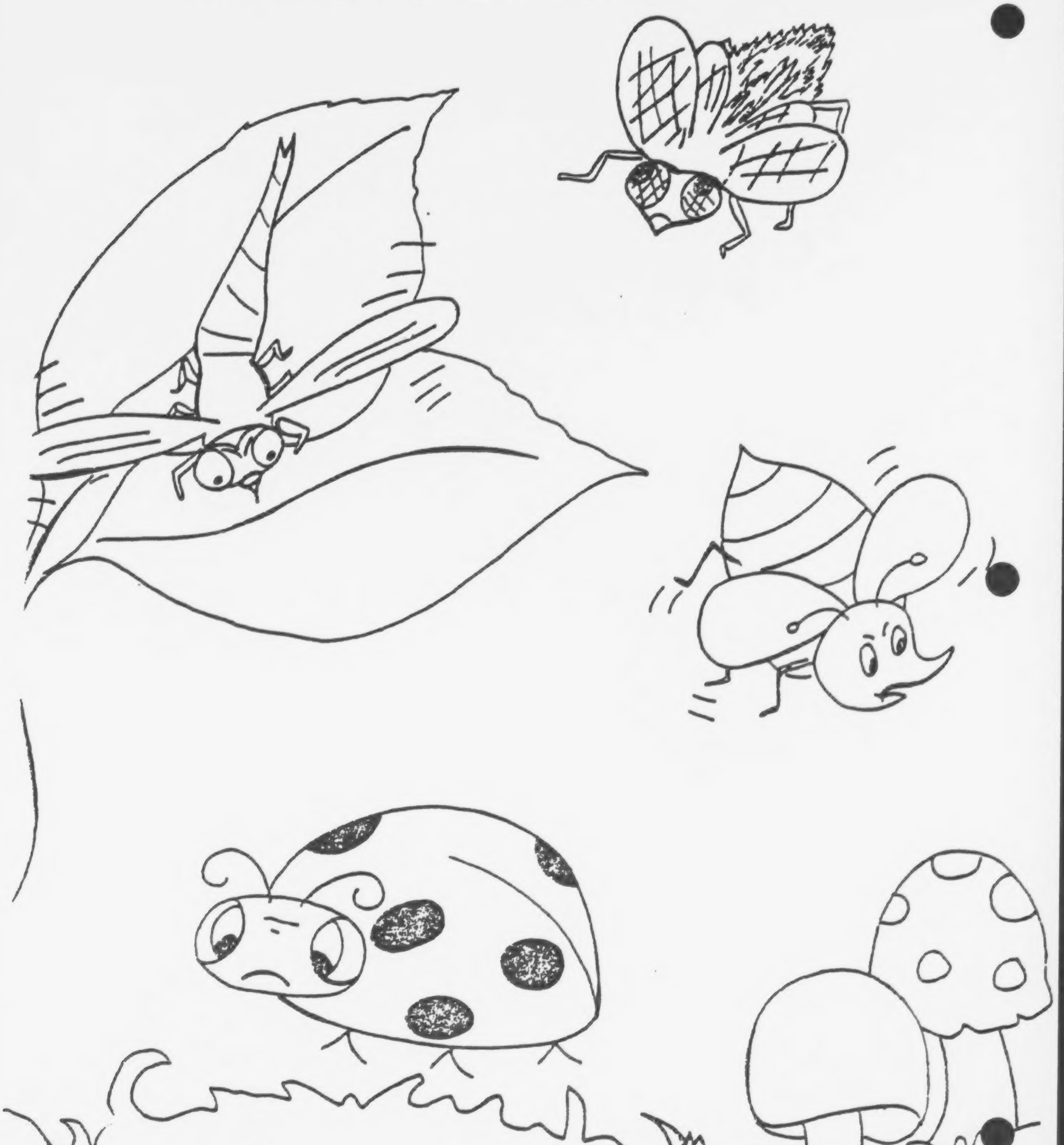
Au soleil, les cinq amis jouent dans la fôret.



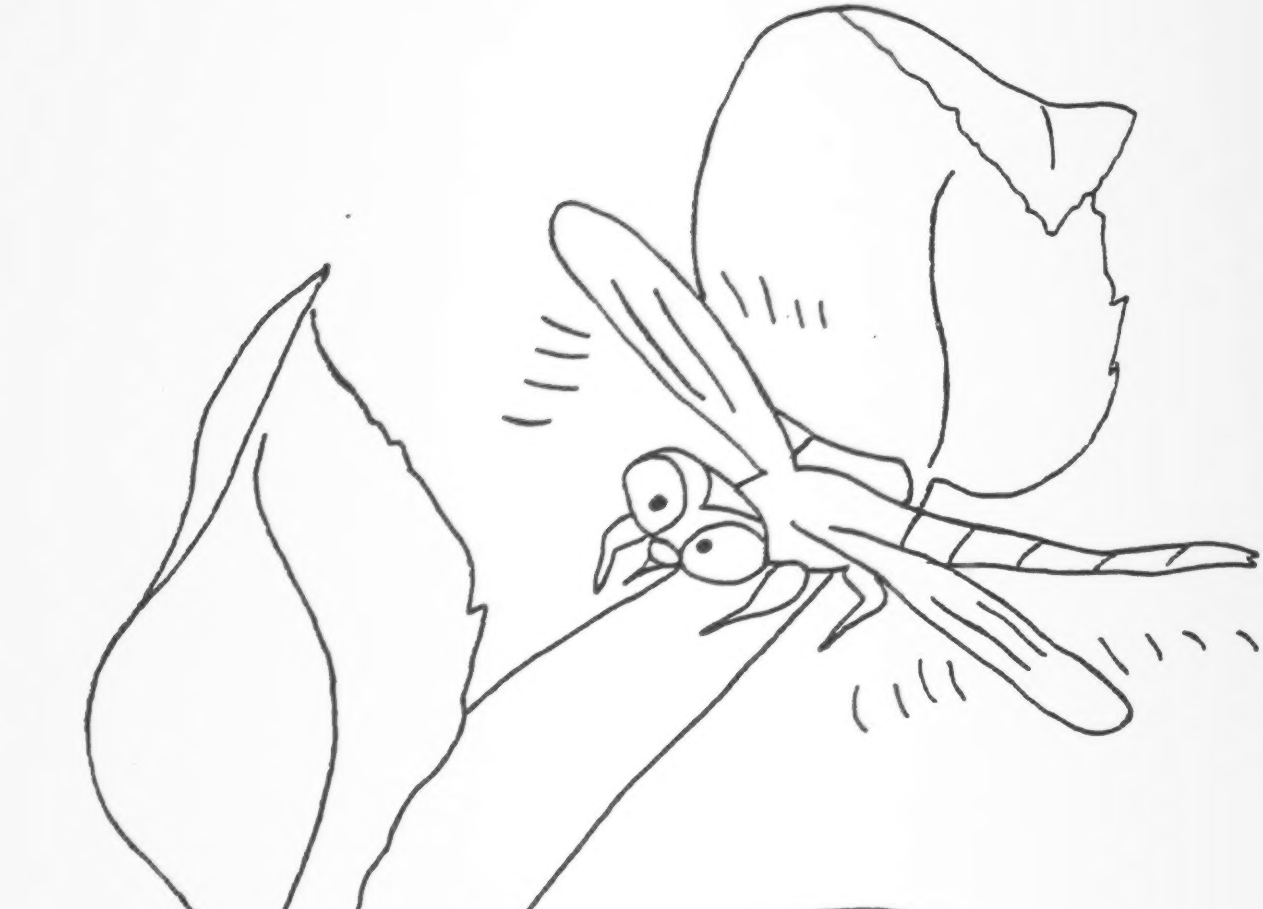


Il pleut. Les amis se cachent sous une grande feuille.

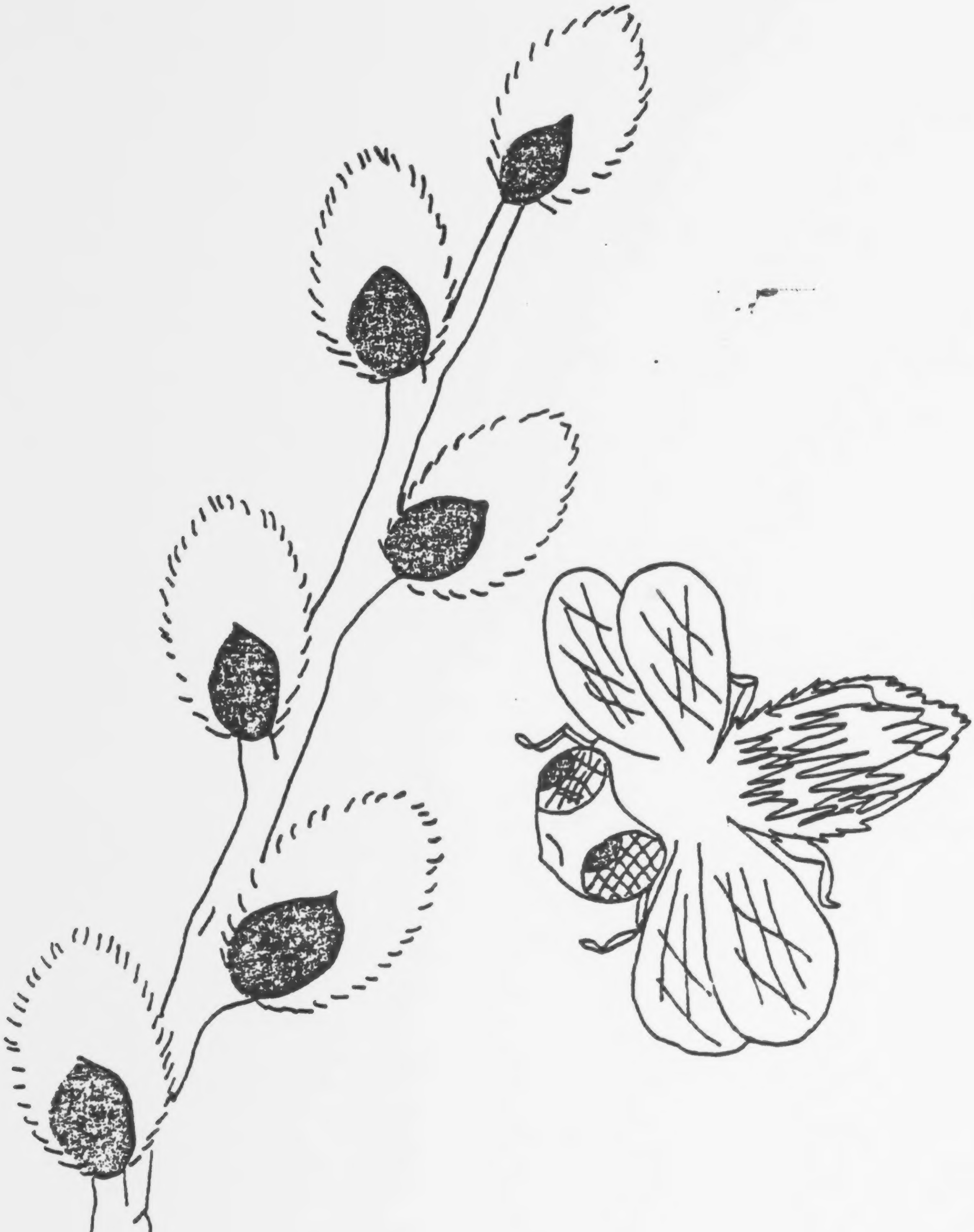
Mais Cléo, la chenille, n'est pas là. Les amis sont tristes. Ils disent "Cléo, Cléo? Où est Cléo?"



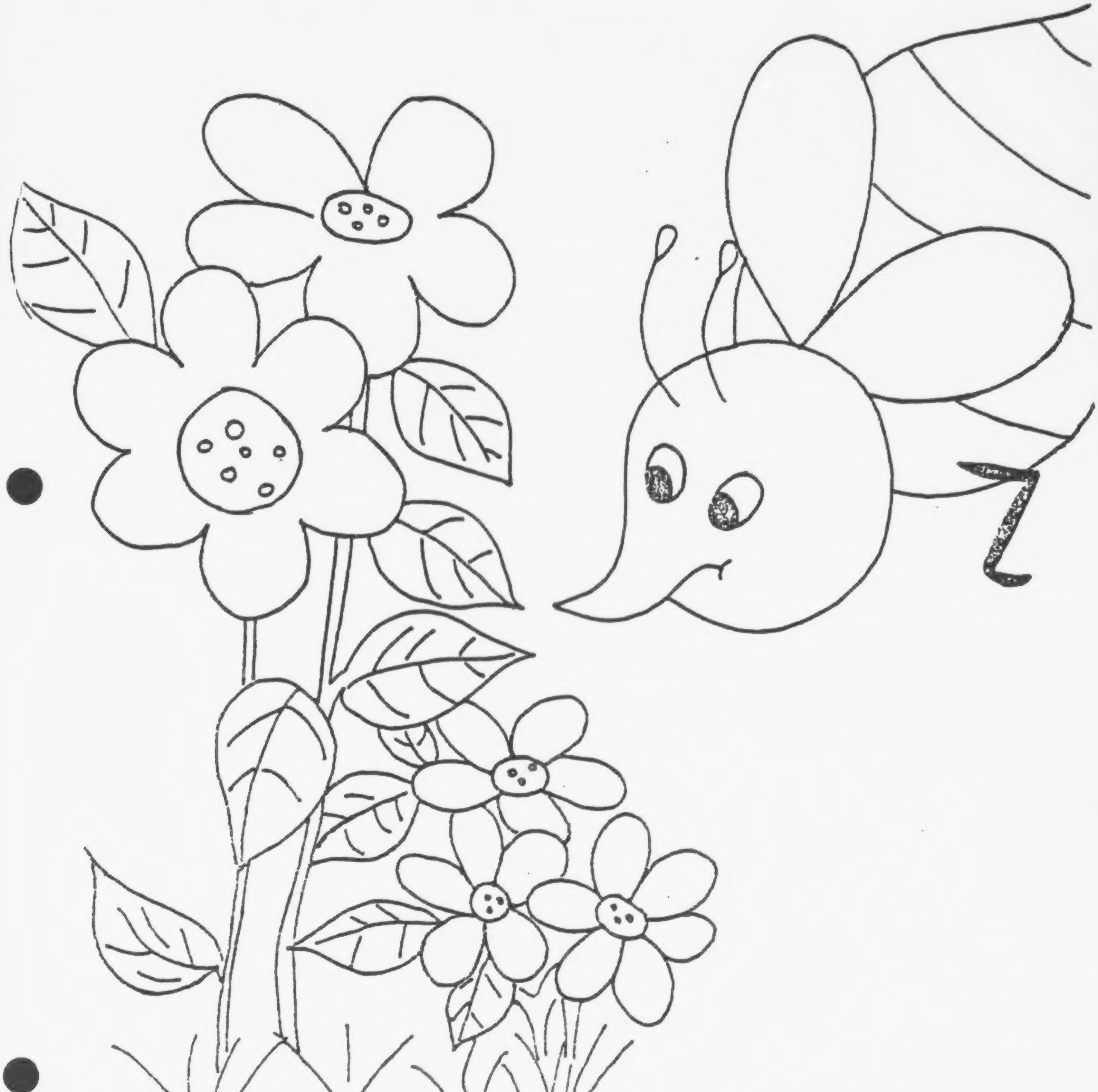
Le moustique regarde dans les feuilles. "Cléo. Cléo?"



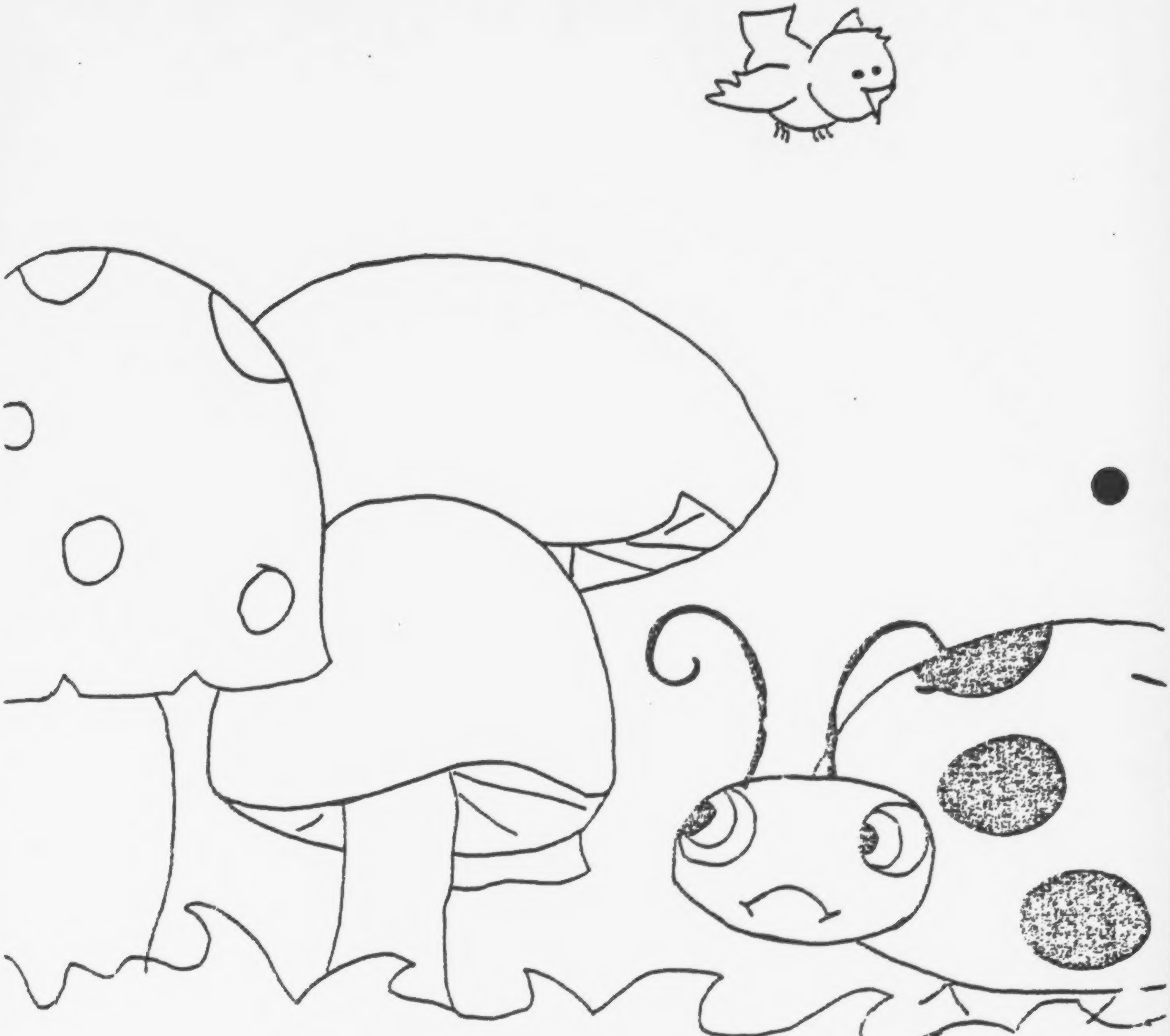
La mouche regarde et regarde. Cléo n'est pas là.



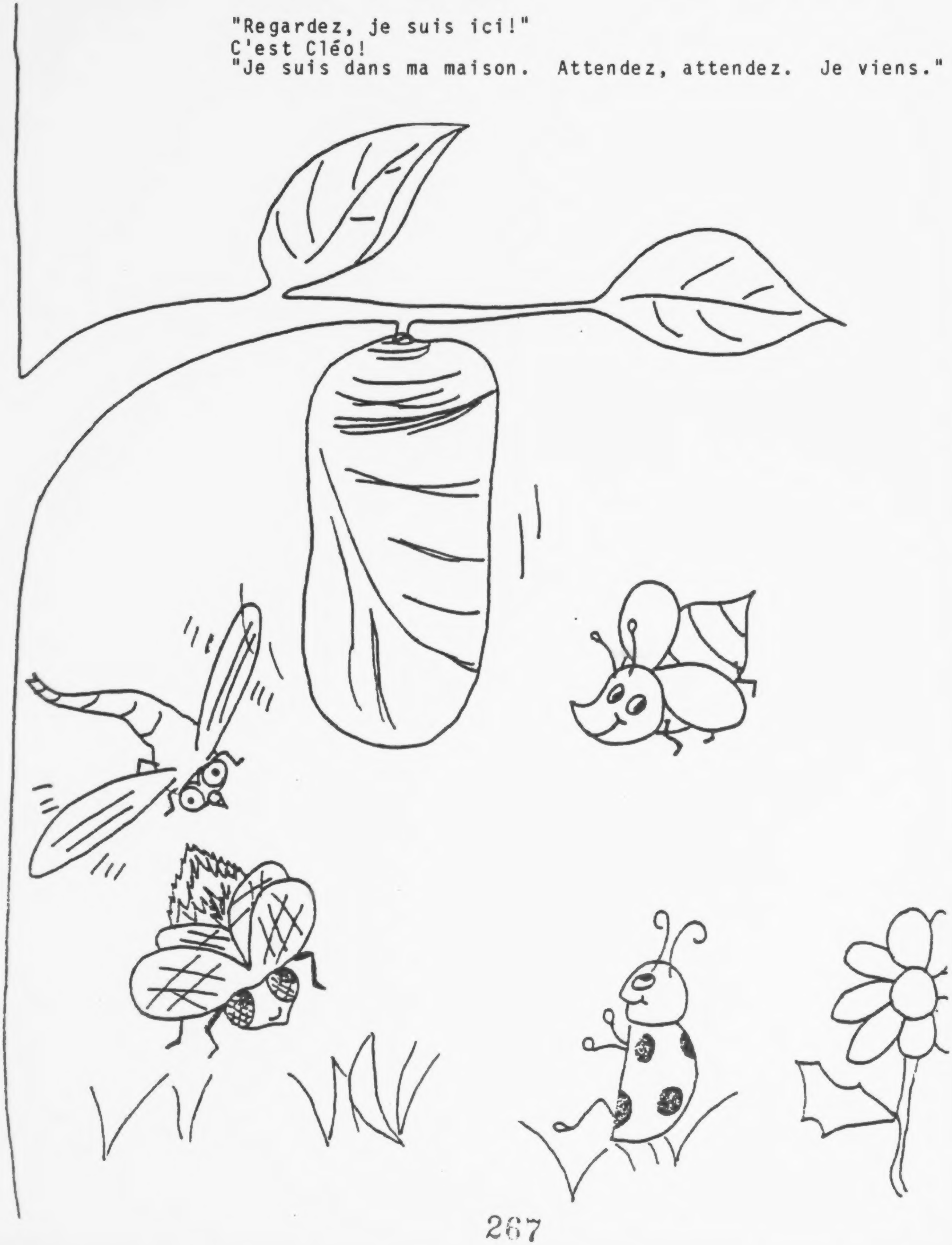
L'abeille regarde dans les fleurs. Où est Cléo?



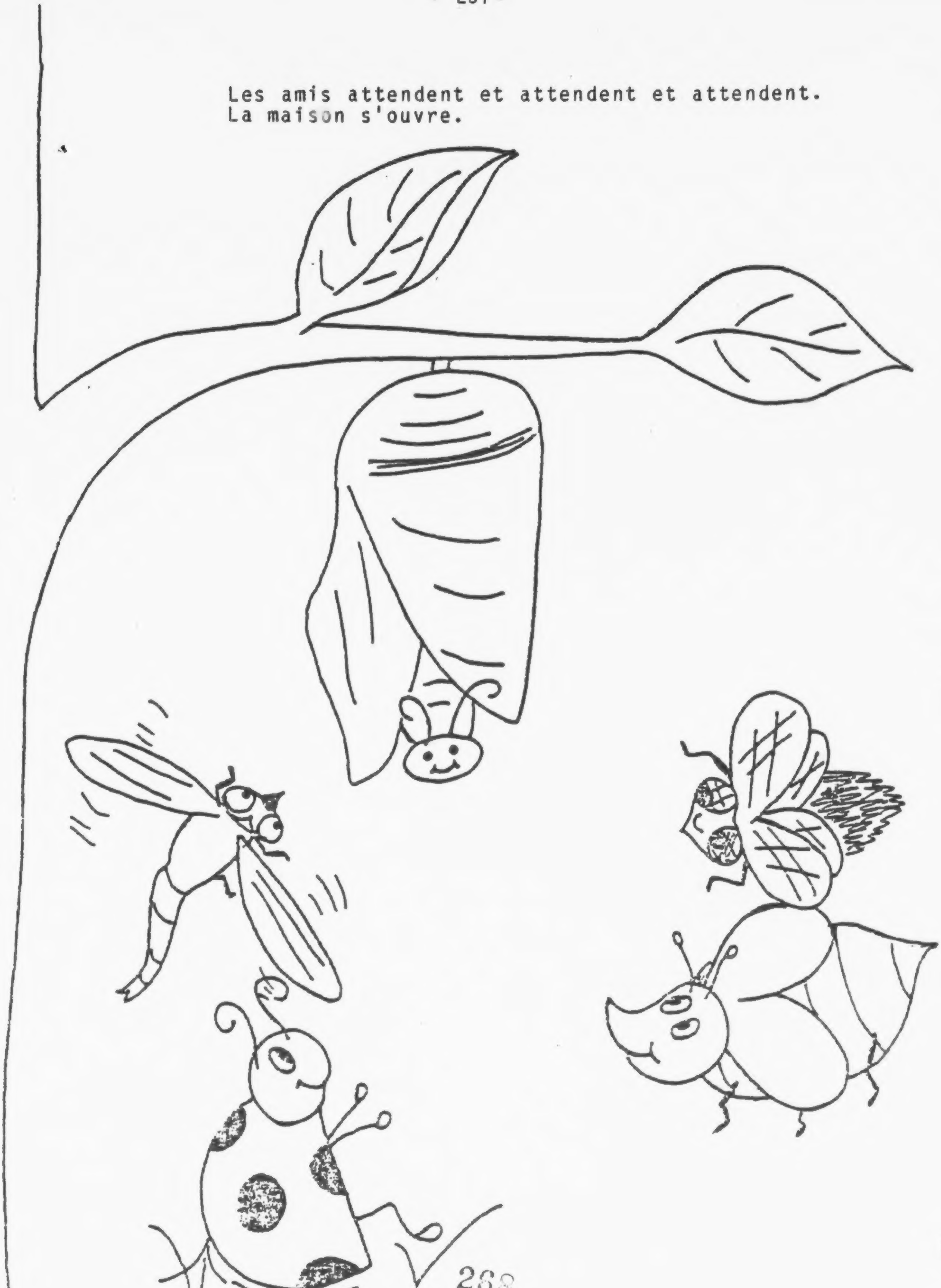
La coccinelle regarde sous les champignons. Elle est triste. Où est Cléo?



"Regardez, je suis ici!"
C'est Cléo!
"Je suis dans ma maison. Attendez, attendez. Je viens."



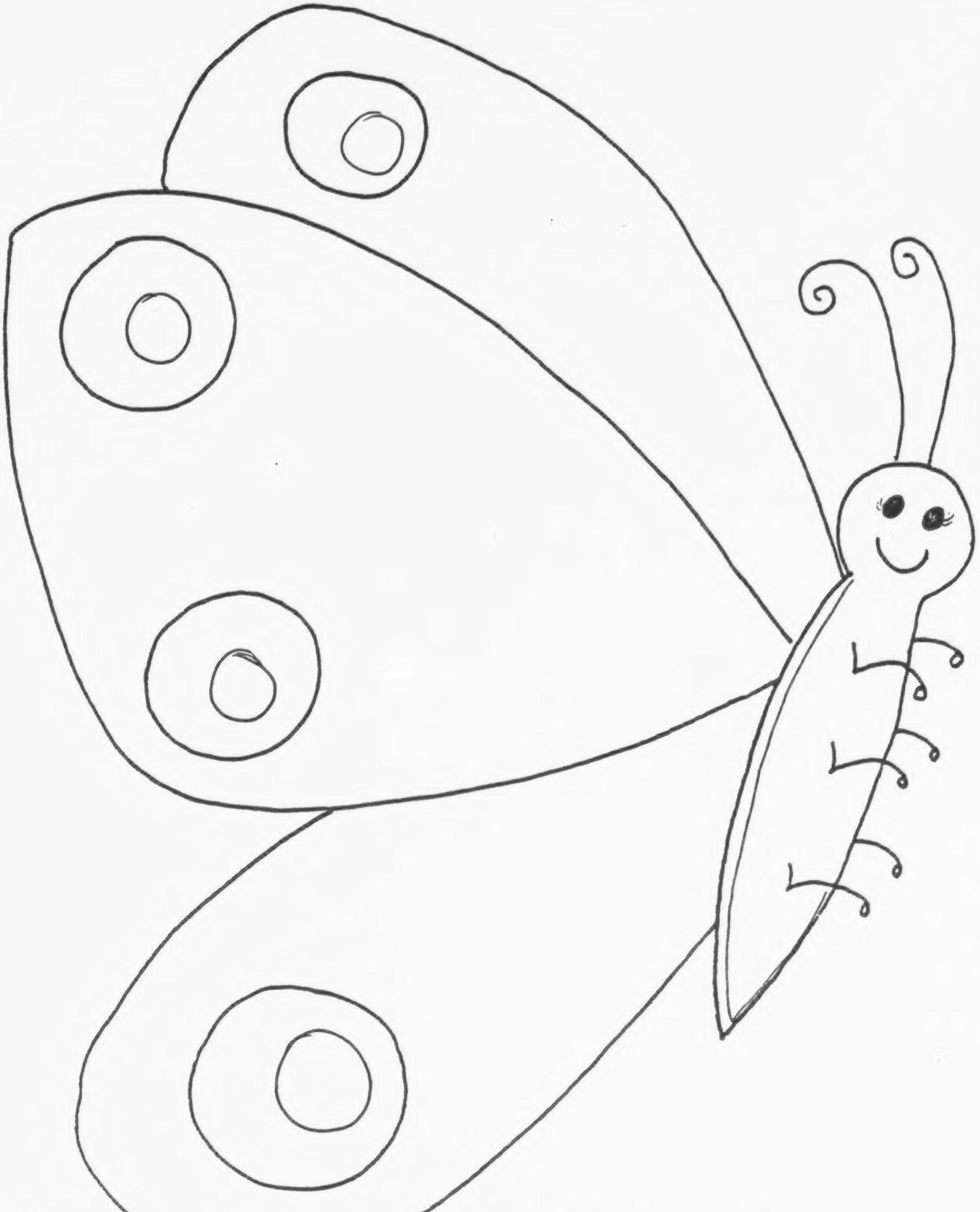
Les amis attendent et attendent et attendent.
La maison s'ouvre.



"Non, non, ce n'est pas Cléo", dit l'abeille. "C'est un papillon"

"Oui, c'est moi," dit Cléo, "Voici mon costume d'été. Je suis un papillon".

"Tu es très beau, Cléo", disent les amis.



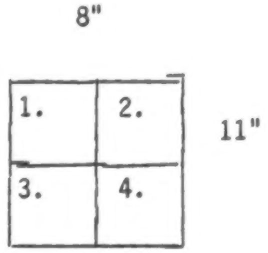
Activité

This activity reinforces the vocabulary presented this month.

Vocabulaire du printemps

1. Each student receives a sheet of paper (8 x 11) divided into four equal parts. Each box is numbered.

   Example:



2. The teacher calls out: "Numéro 1: Dessinez le soleil."
   "Numéro 2: Dessinez une fleur."
   "Numéro 3: Dessinez Cléo."
   "Numéro 4: Dessinez la fôret." etc..

   While the students draw each picture the teacher may circulate to see that the children understand the activity.

   Variation: This activity may be adapted for other themes.

3. This activity can be corrected orally, by asking the following questions:

   "Numéro 3: Qu'est-ce que c'est?
   Numéro 1: Qu'est-ce que c'est? etc ... "

   Variation:

   a. "La fleur - c'est quel numéro?
      Le soleil - c'est quel numéro?"

   b. "Anne ... Montre-moi le soleil."

   c. Picking up a student's sheet the teacher would points and asks: "Le soleil, est quelle couleur?" etc ...

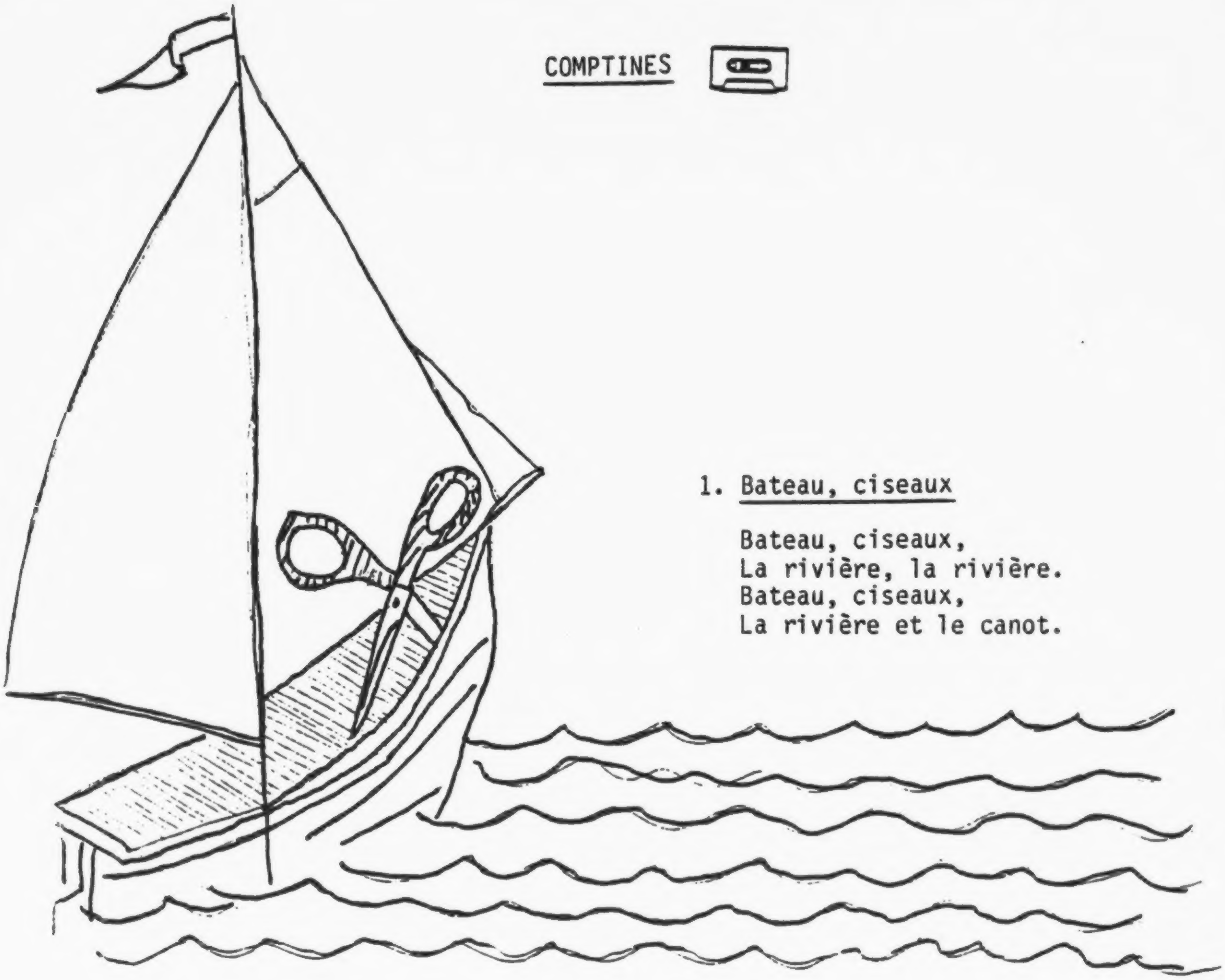
Les moyens

de

transport

M et 1e ANNÉE

COMPTINES



1. Bateau, ciseaux

Bateau, ciseaux,
La rivière, la rivière.
Bateau, ciseaux,
La rivière et le canot.

2. Je suis grand

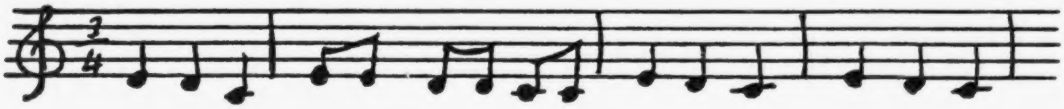
Je suis grand
A présent.
Je conduis une bicyclette
Avec une belle clochette.

3. J'ai deux

J'ai deux yeux pour regarder.
J'ai deux oreilles pour écouter.
Quand les autos sont passées.
J'ai deux jambes pour marcher.

CHANSONS

1. Mon cheval



1. (Lentement)

   Va au pas, mon cheval de bois.
   Va au pas, va au pas.

2. (plus vite)

   Va au trot, tu seras plus beau.
   Va au trot, va au trot.

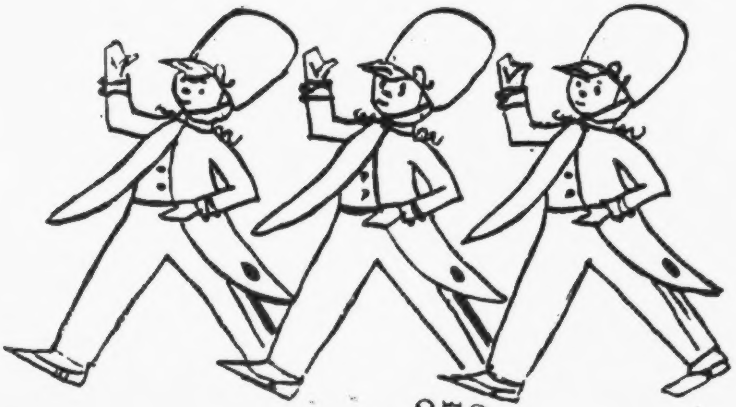
3. (très vite)

   Mais au galop, tu es plus beau.
   Au galop, au galop (3x).

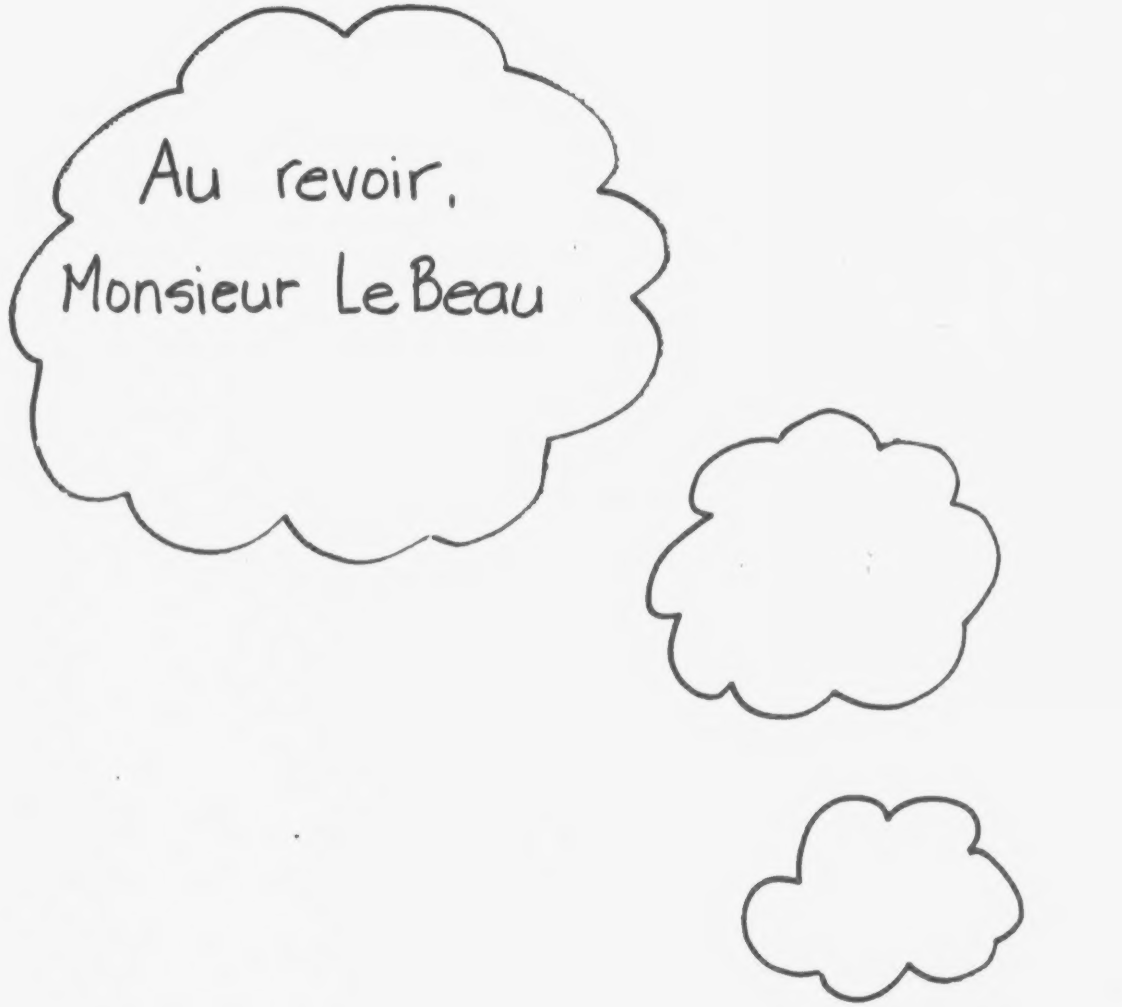
2. La marche des soldats

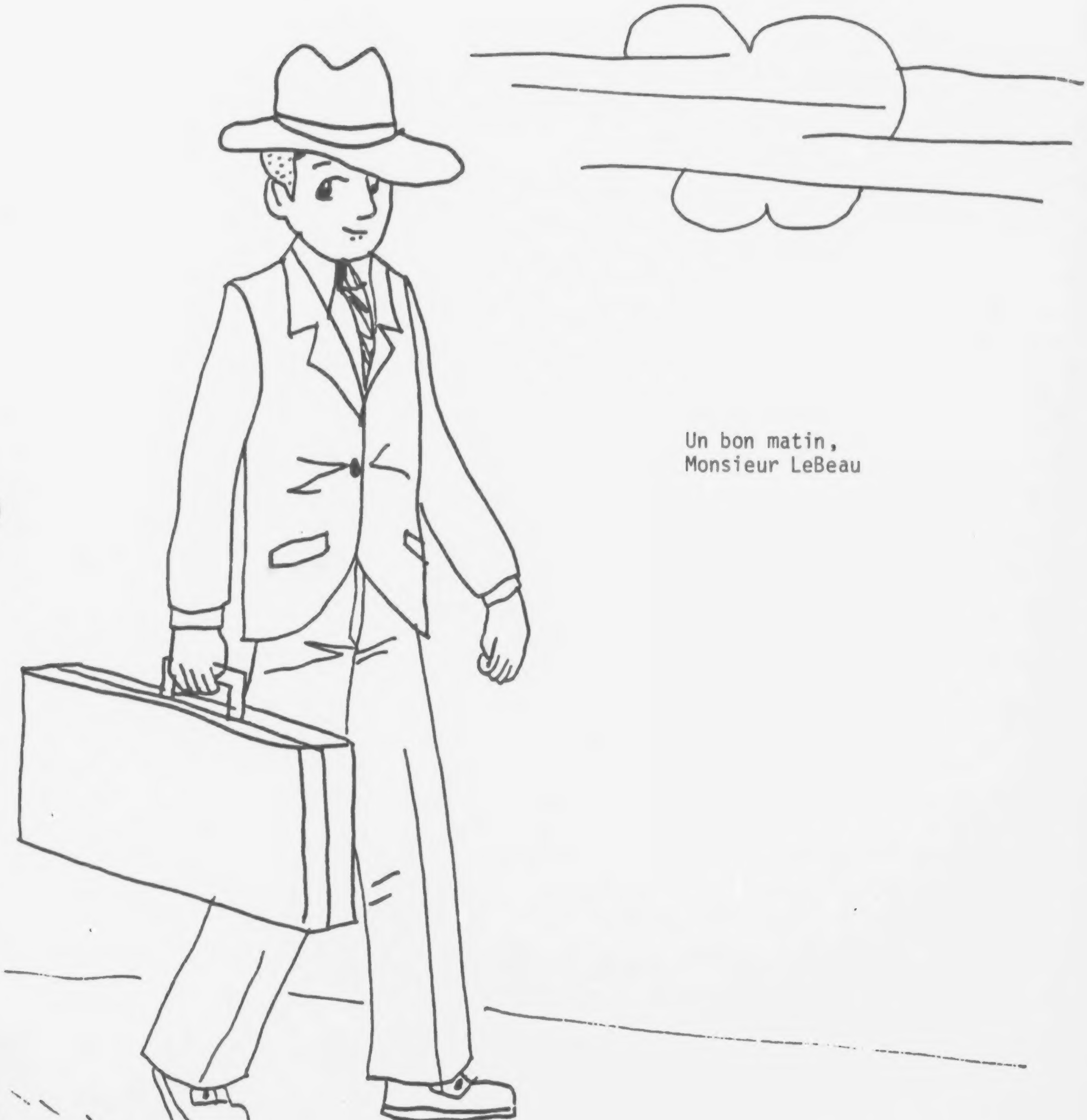
(Tune: Twinkle, Twinkle, Little Star)

Gauche, droite, me voilà,
Moi, je marche comme un soldat.
Un, deux, un, deux, garde le pas.
Avec tous les autres soldats.
Gauche, droite, me voilà.
Oui, je marche comme un soldat.

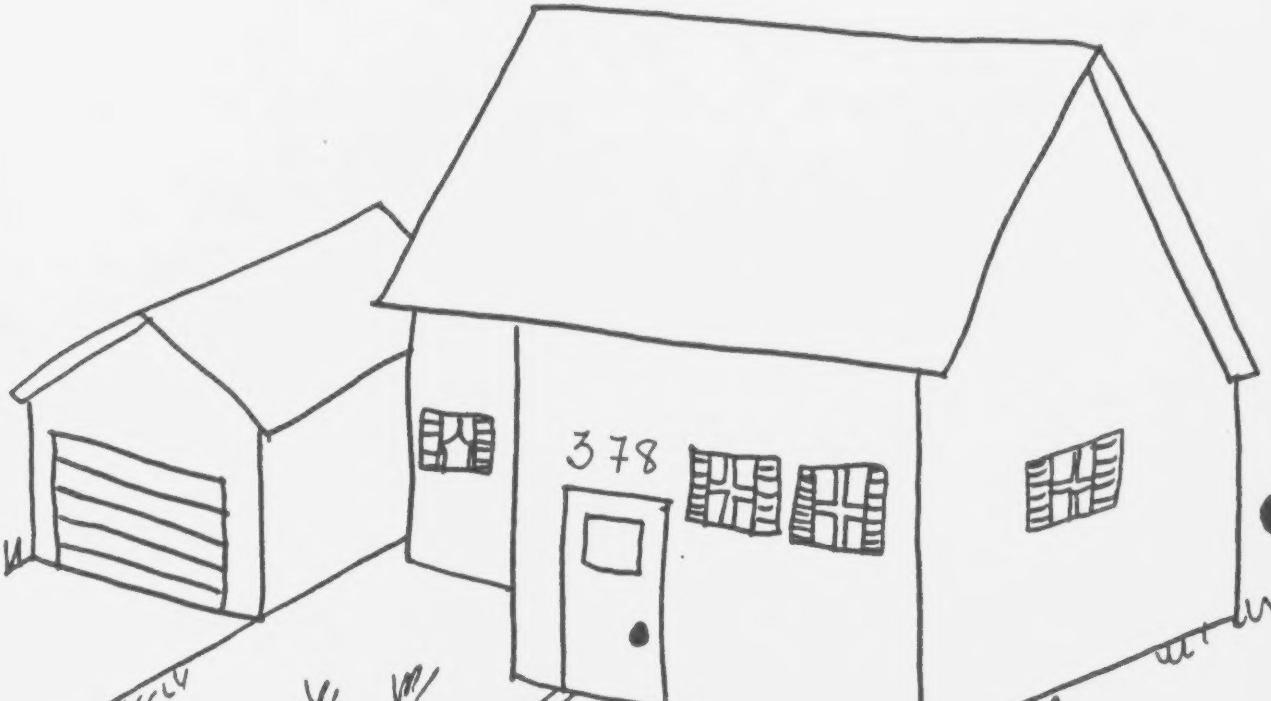


CONTE

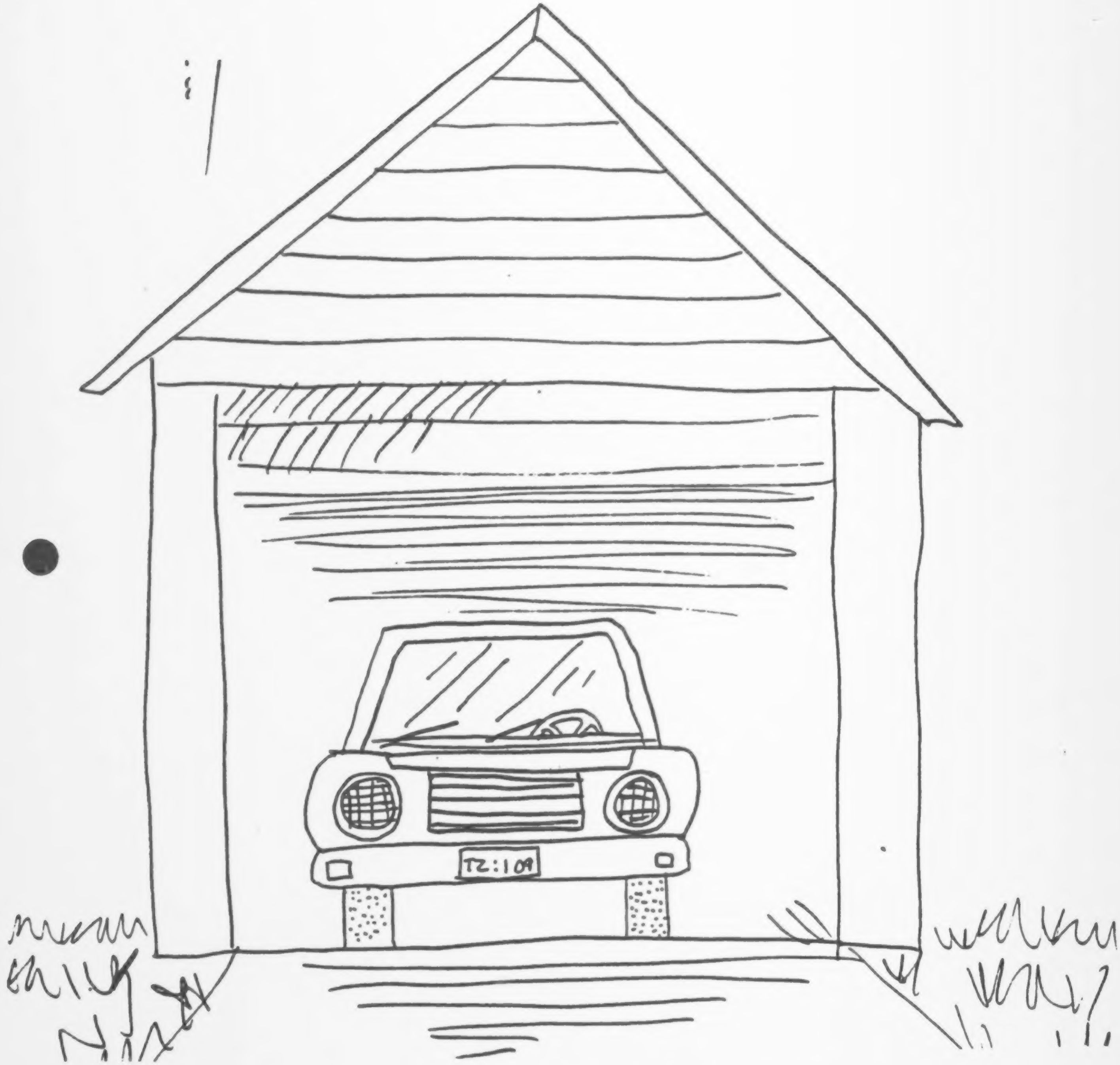

Au revoir,
Monsieur LeBeau



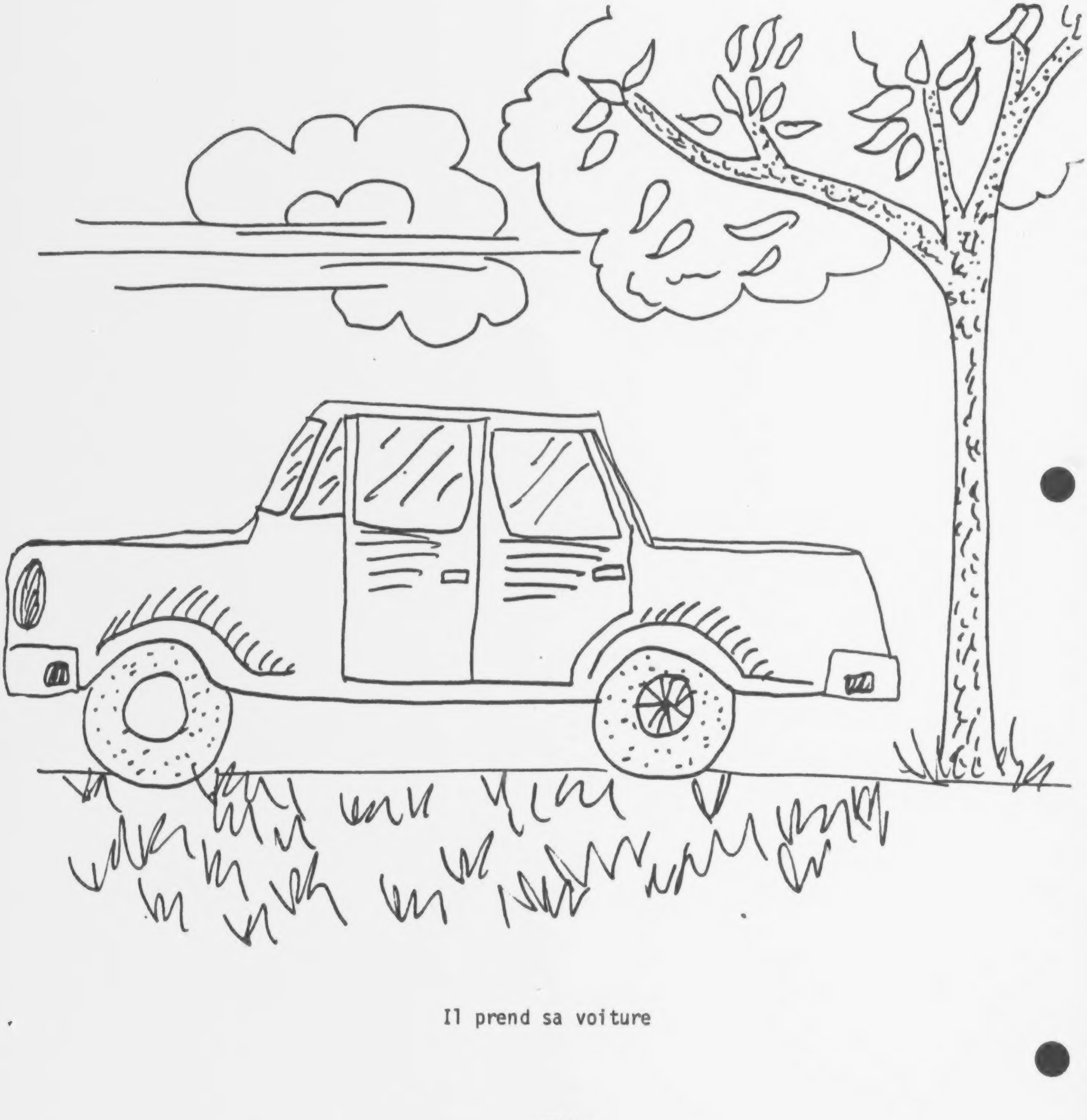
Un bon matin,
Monsieur LeBeau



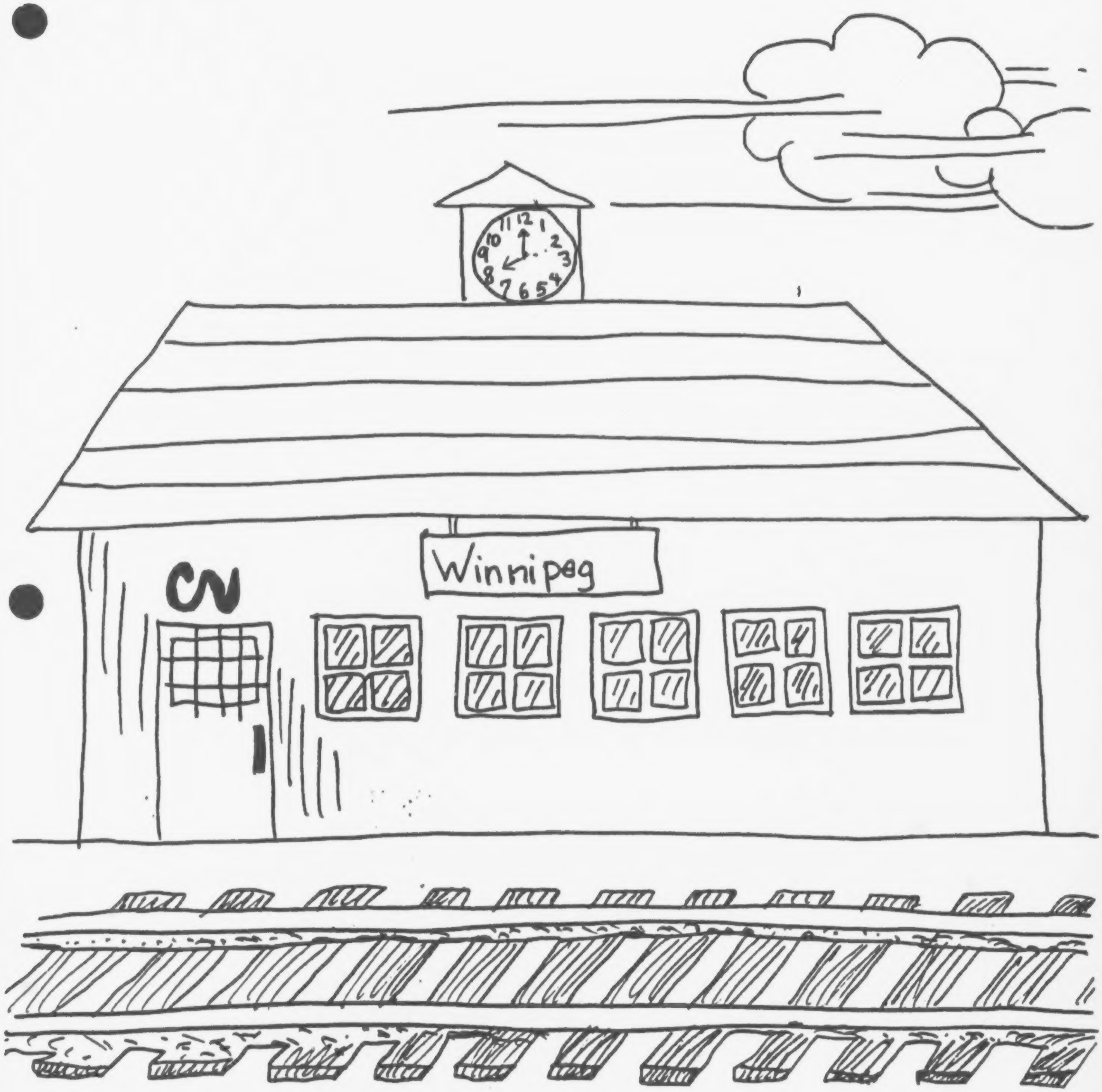
quitte sa maison . . .



et va au garage.

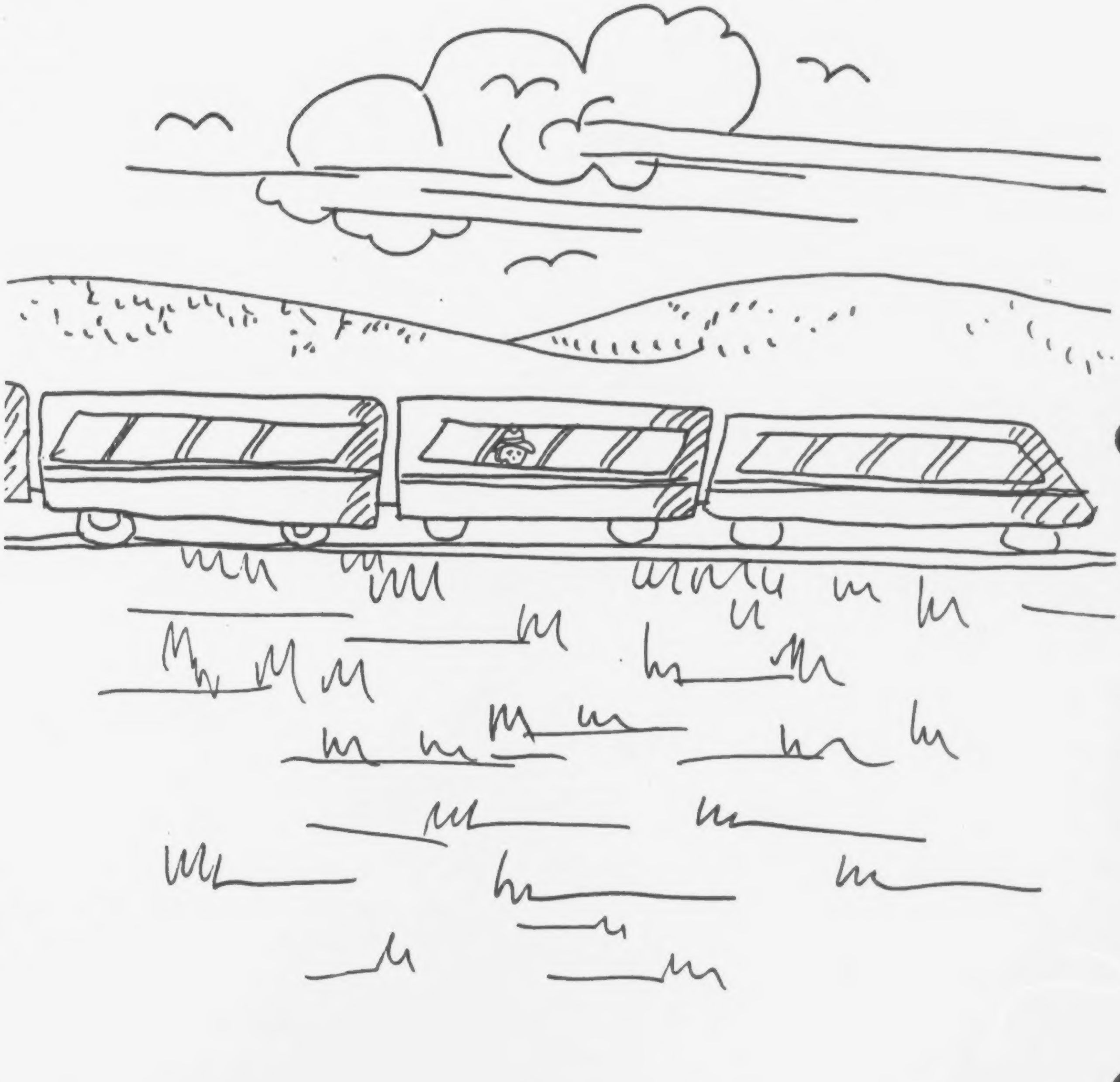


Il prend sa voiture

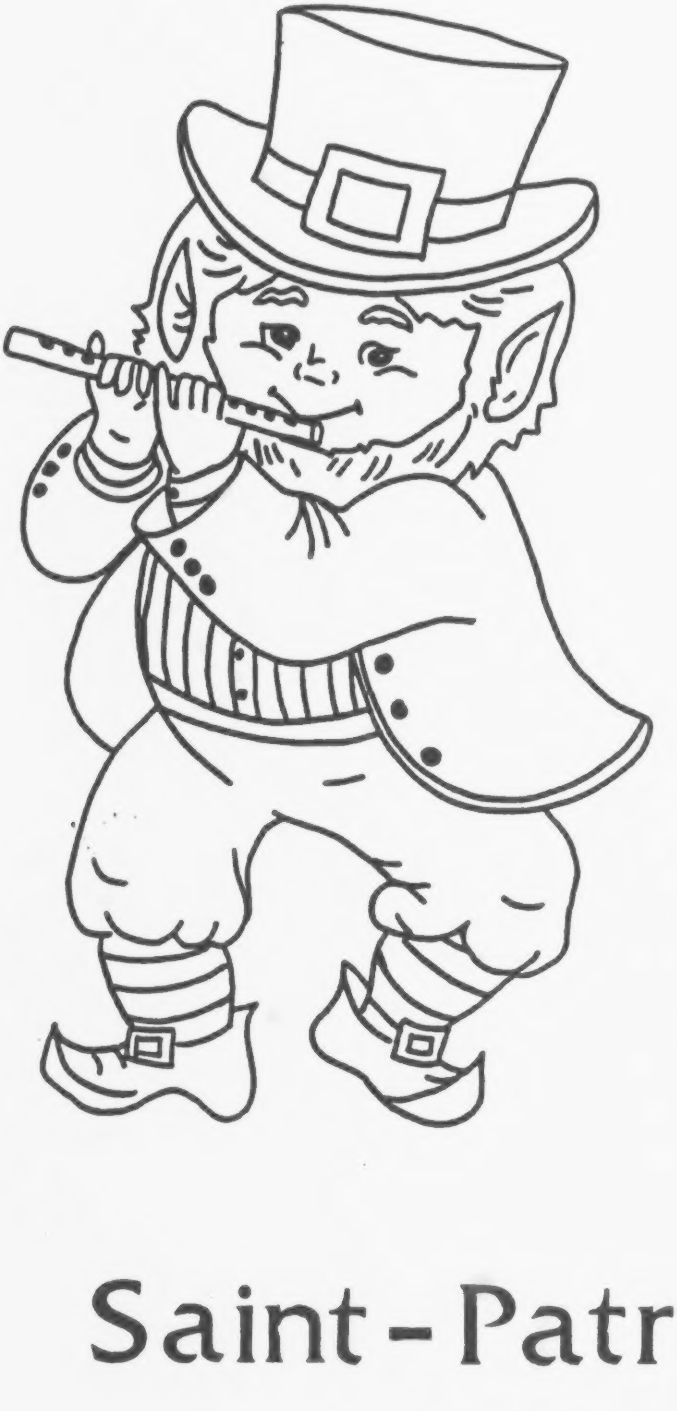

CN
Winnipeg
12
1
2
3
4
5
6
7
8
9
10
11

et il va à la gare.

Il est dans le train. Le train part.
Au revoir, M. LeBeau !



* To be used as a flashcard.



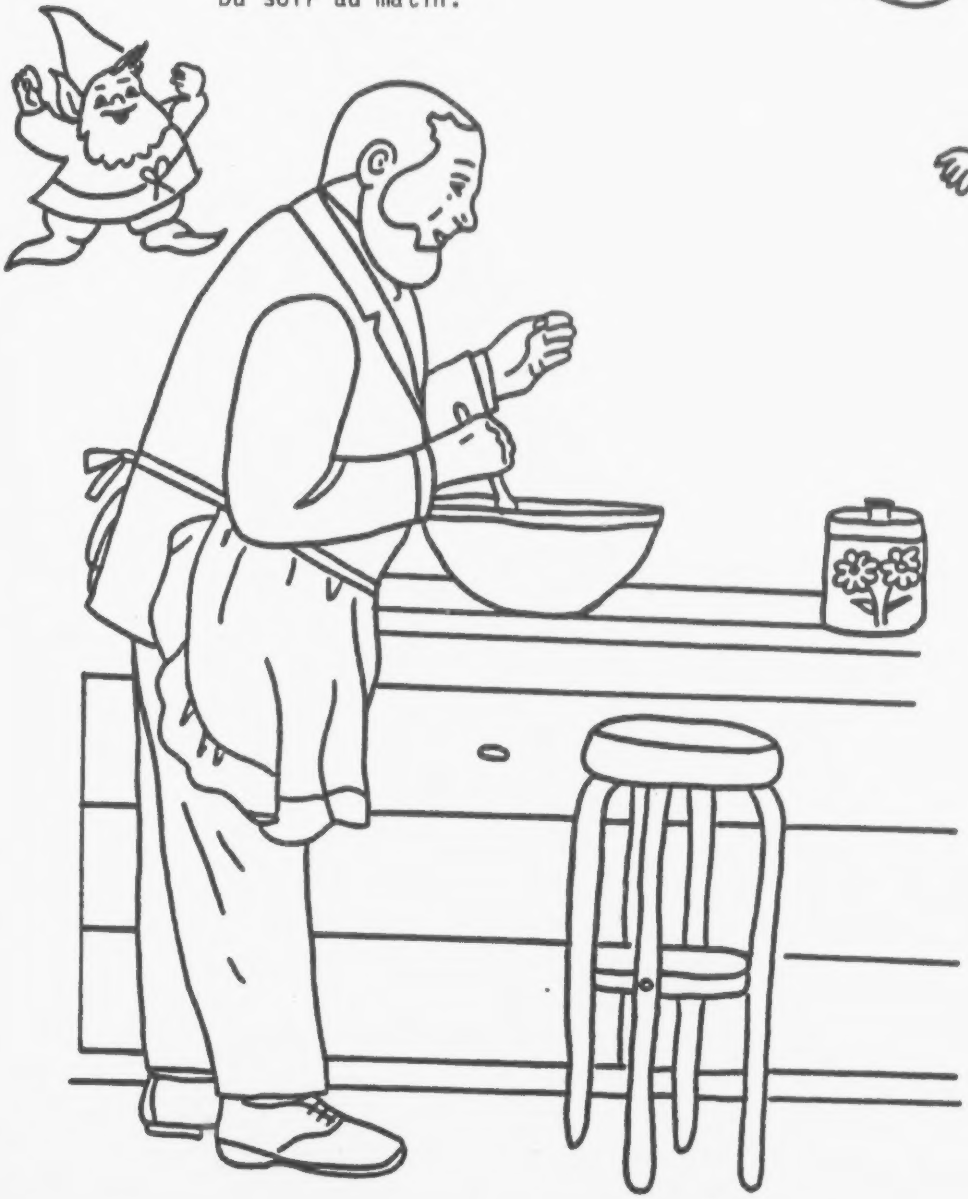
La Saint-Patrice

M et 1e ANNÉE

COMPTINE

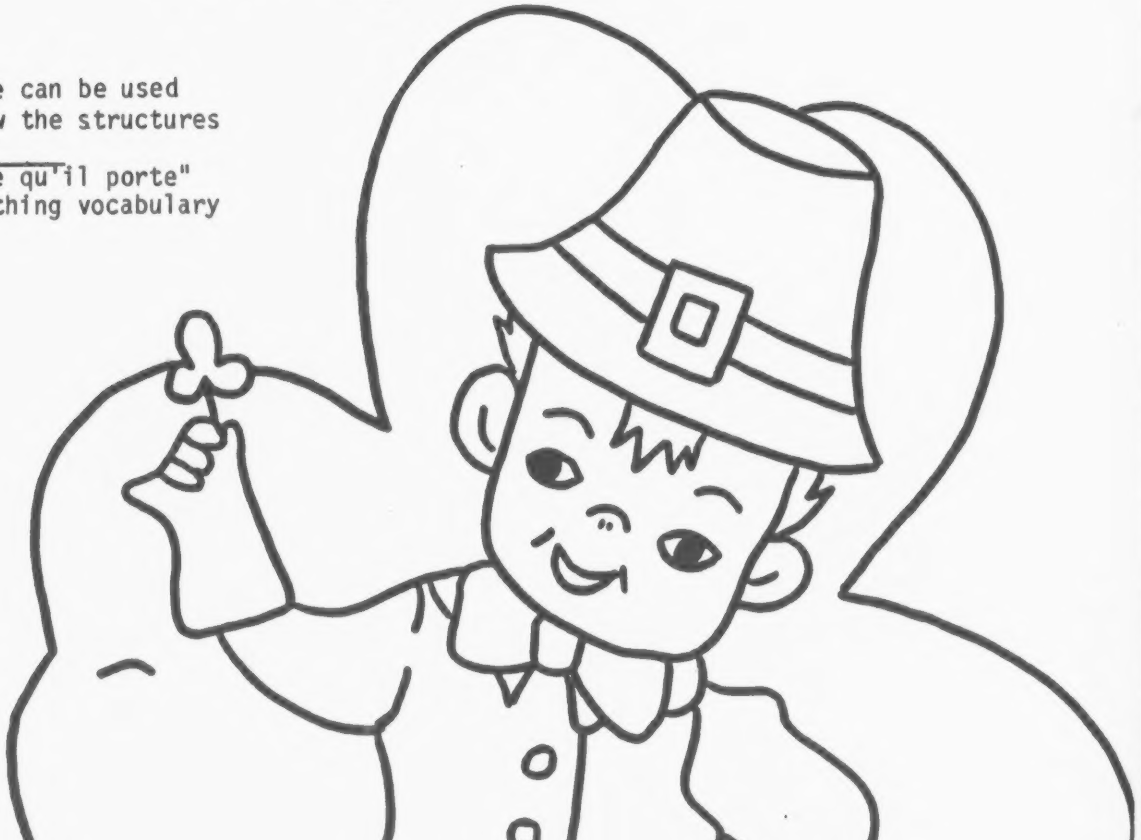
La Saint-Patrice

Cinq petits lutins
Qui ont grand faim,
Dans la cuisine du Père Sylvain,
Mangent du pain
Boivent du vin,
Du soir au matin.



Le Lutin

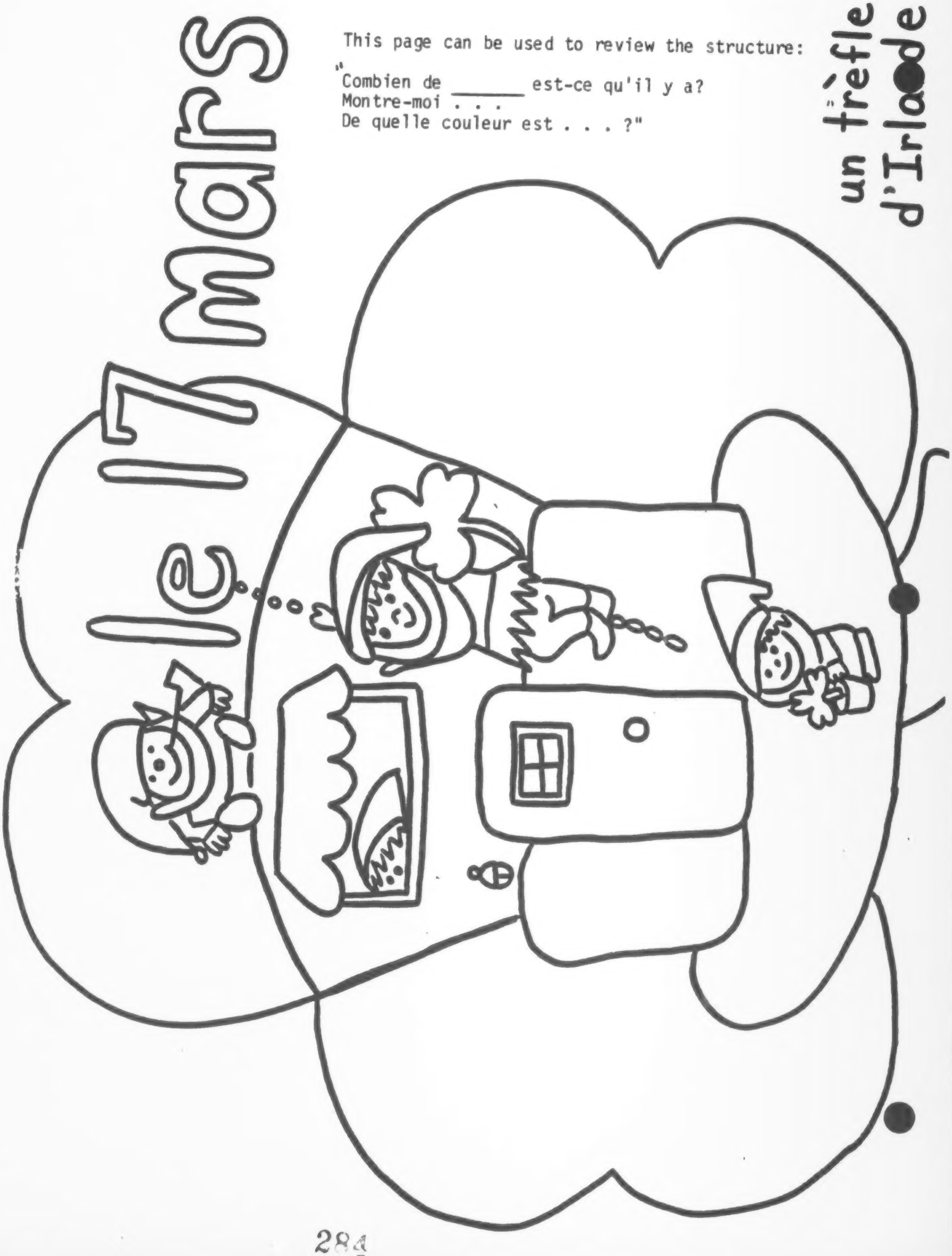
This page can be used
to review the structures
"C'est ______
Qu'est-ce qu'il porte"
with clothing vocabulary



Le jour de la St. Patrice est
le ____ mars

This page can be used to review the structure:

"Combien de _______ est-ce qu'il y a?
Montre-moi . . .
De quelle couleur est . . . ?"


le 17 mars
un trèfle d'Irlande

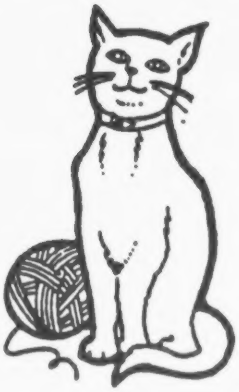
AVRIL

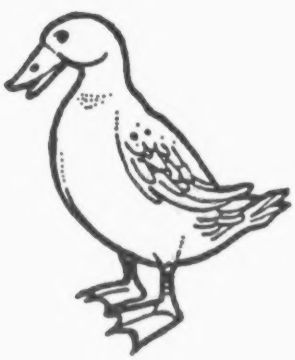
__Note to teacher__:

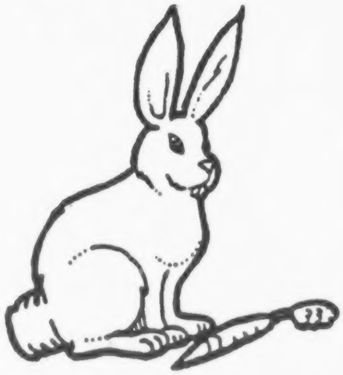
You are NOT required to use all the material in the following themes. Select the material __most appropriate__ for your class.

Les thèmes:

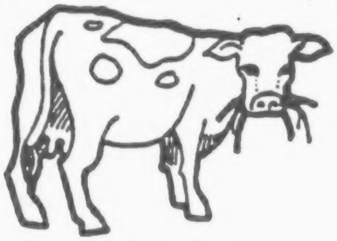
1. Les animaux de la ferme
2. Pâques

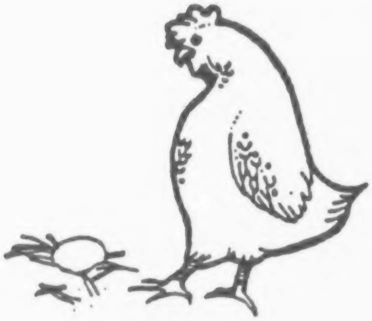






Les animaux de la ferme





* Dessins tirés de "Carte Blanche" par Addison-Wesley.

M et 1e ANNÉE

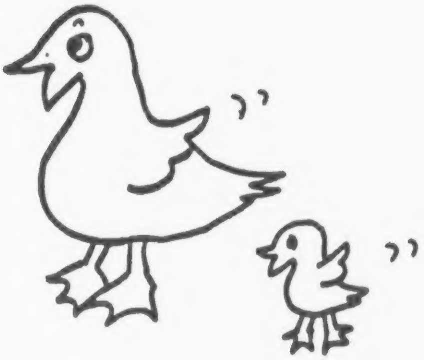
COMPTINES

1. Rond, rond, rond

Rond, rond, rond:
La queue du cochon.
Ri, ri, ri:
La queue d'une souris.
Ra, ra, ra:
La queue du gros rat.

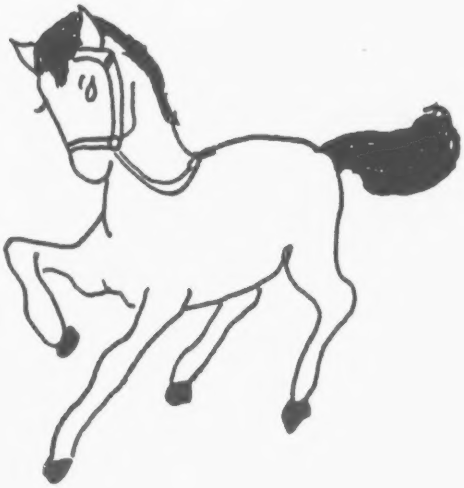
2. Les canards

Deux canards s'en vont sur l'eau.
Un petit et un plus gros.
Le petit dit "Coin, coin, coin."
"Il fait beau! Quel beau matin."

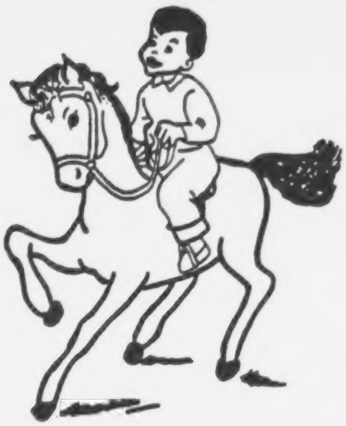


3. A cheval

A cheval, à cheval,
Sur le dos d'un orignal;
A cheval, à cheval,
Sur le dos des orignaux.

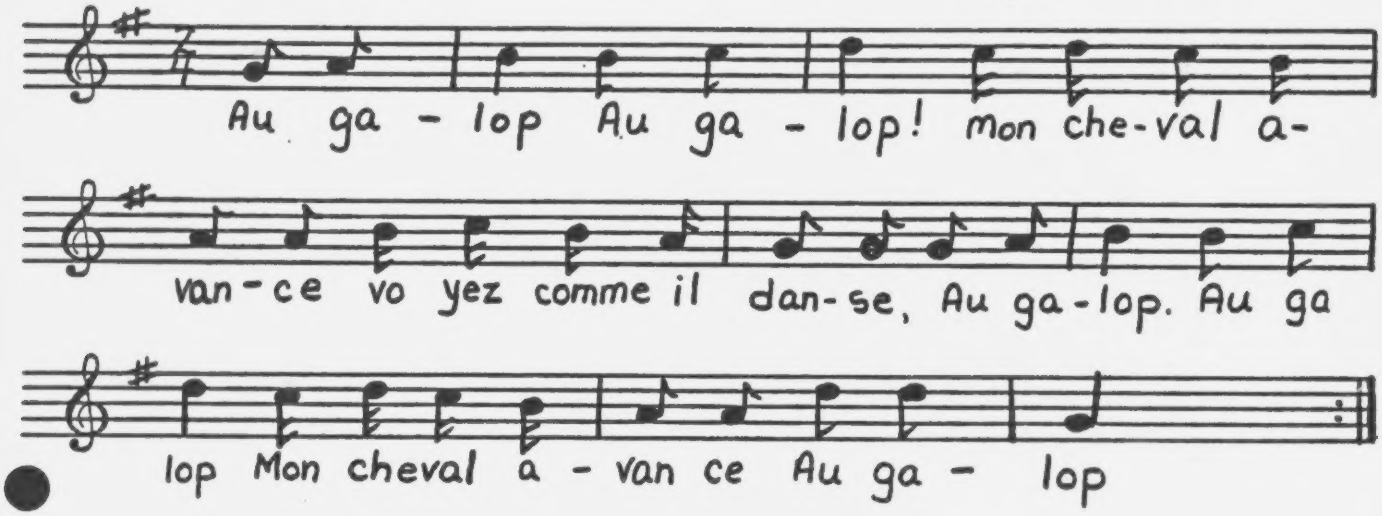


CHANSONS



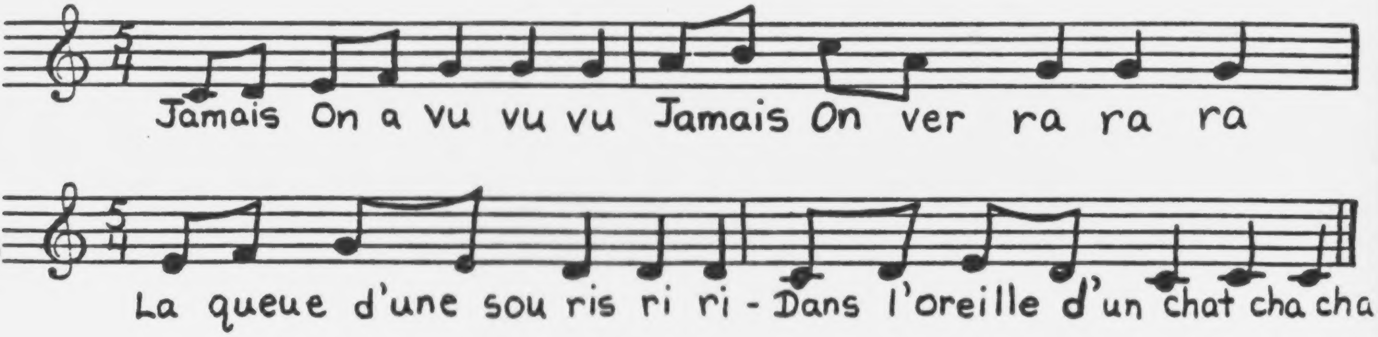
1. Au galop!

Au galop! Au galop!
Mon cheval avance.
Voyez comme il danse.
Au galop! Au galop!
Mon cheval avance.
Au galop!


Au ga - lop Au ga - lop! mon che-val a-
van-ce vo yez comme il dan-se, Au ga-lop. Au ga
lop Mon cheval a - van ce Au ga - lop

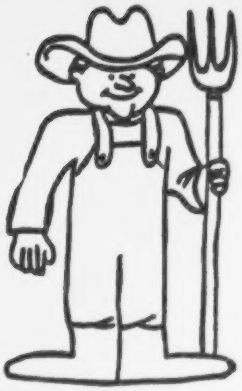
2. Jamais On A Vu

Jamais on a vu vu vu,
Jamais on verra ra ra.
La queue d'une souris ri ri,
Dans l'oreille d'un chat cha cha.

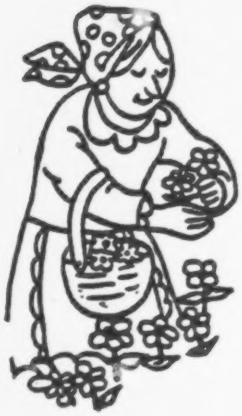

Jamais On a vu vu vu Jamais On ver ra ra ra
La queue d'une sou ris ri ri - Dans l'oreille d'un chat cha cha

Le fermier dans le pré

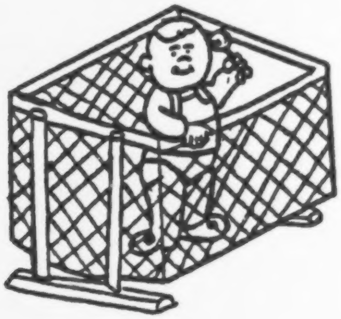
(tune: Farmer in the dell)



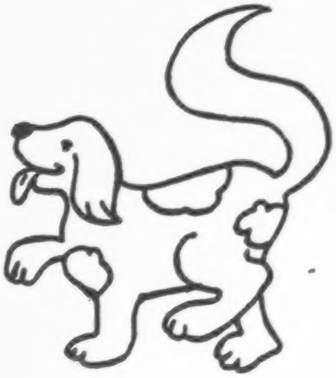
Le fermier dans le pré (2)
Ohé Ohé Ohé Ohé
Le fermier dans le pré.



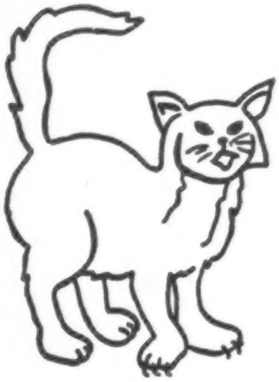
Le fermier prend une femme (2)
Ohé Ohé Ohé Ohé
Le fermier prend une femme.



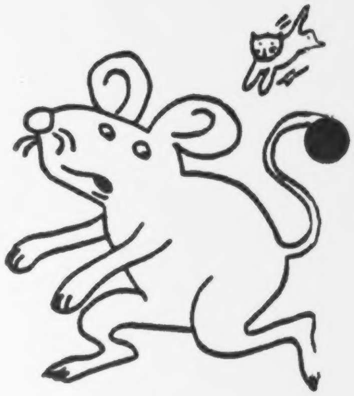
La femme prend un enfant (2)
Ohé Ohé Ohé Ohé
La femme prend un enfant.



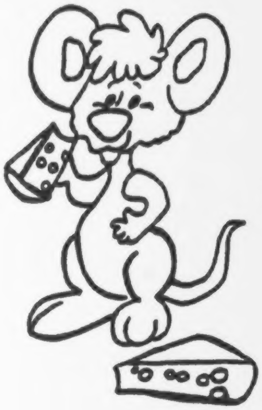
L'enfant prend un chien (2)
Ohé Ohé Ohé Ohé
L'enfant prend un chien.



Le chien prend un chat (2)
Ohé Ohé Ohé Ohé
Le chien prend un chat.



Le chat prend une souris (2)
Ohé Ohé Ohé Ohé
Le chat prend une souris.



La souris prend le fromage (2)
Ohé Ohé Ohé Ohé
La souris prend le fromage.

Le fromage est mangé (2)
Ohé Ohé Ohé Ohé
Le fromage est mangé.

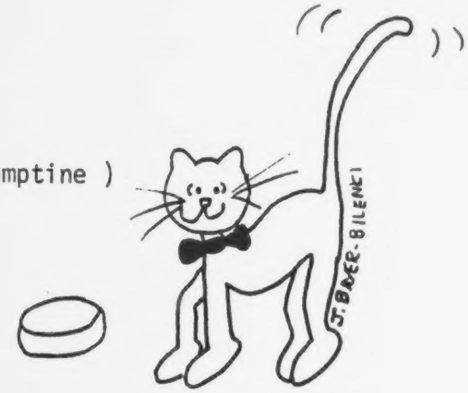
ACTIVITÉS

1. A cheval (comptine)

À cheval, À cheval!
Au pas! Au pas! Au pas!
À cheval! À cheval!
Au trot! Au trot! Au trot!
À cheval, À cheval!
Au galop! Au galop! Au galop!

This is a game where each child pretends to be a combination of horse and rider. She arches her head, pretends she is holding the reins in her hands. While she says the first two lines, she walks around the room; while she says lines 3 and 4, she trots around; and while she says the last two lines, she gallops around. Change rhythm to suit the pace.

2. Petit Chat Noir (comptine)

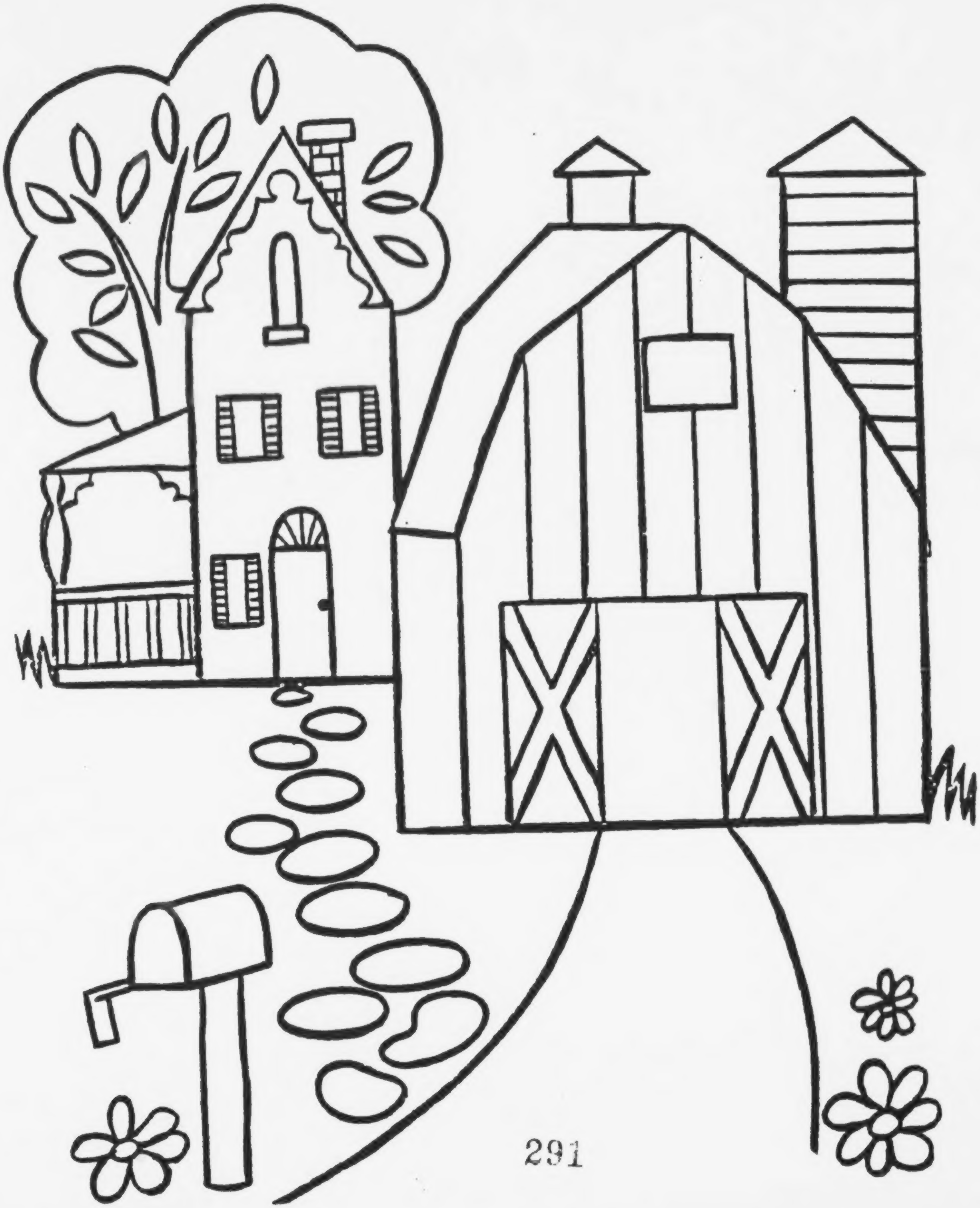


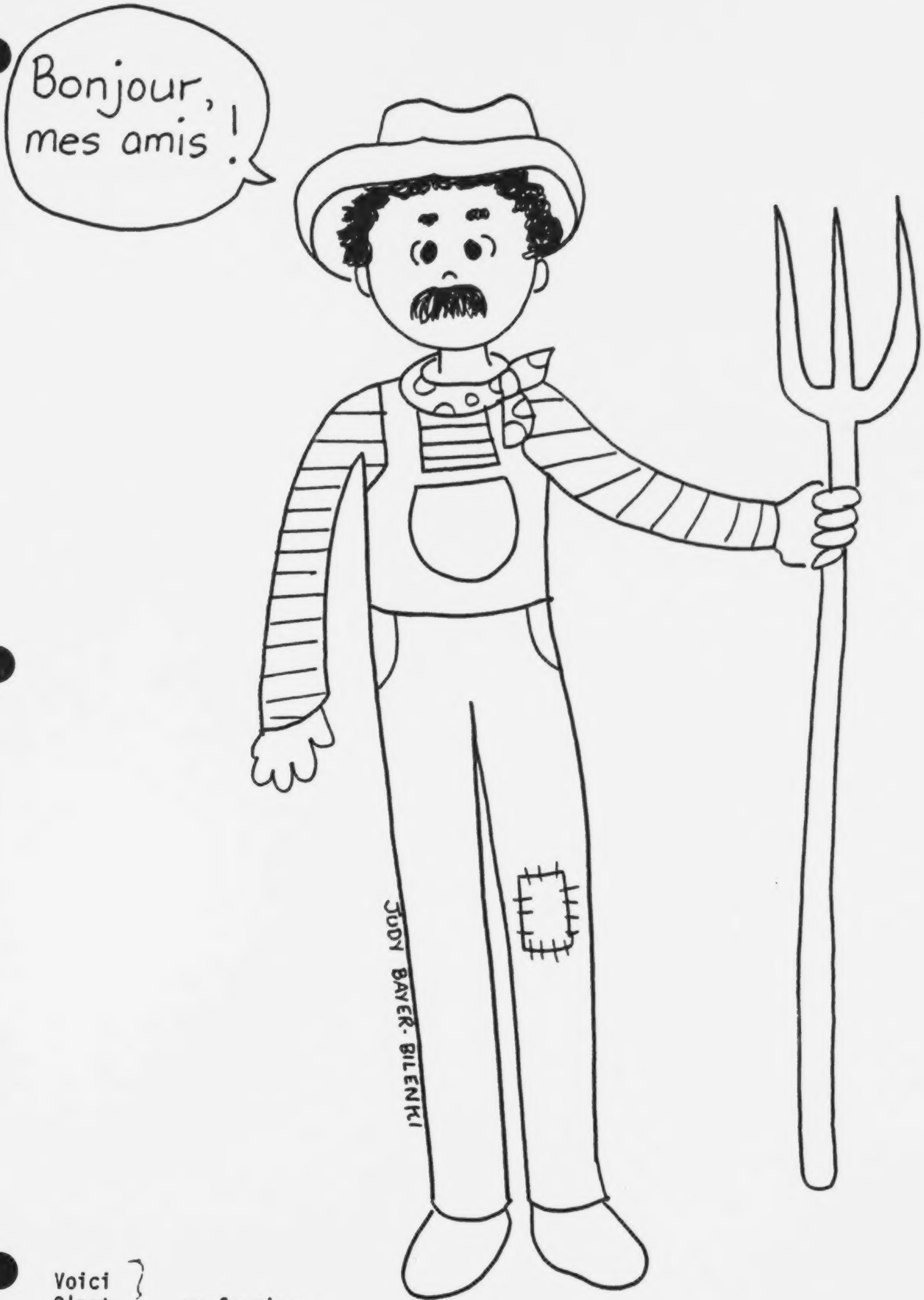
J'ai un beau petit chat noir
Je lui donne du lait à boire.
Minou! Minou! Minou! Mon Noir!

One child is chosen to act as the cat. He stands in the centre while the other children circle around him saying the first two lines of the ryhme. At the third line, they crouch down pretending they are cats saying "Minou! Minou!" When they say "Mon Noir" they stand up and run to a home base. The child in the centre tries to catch another child to take his place.

CONTE

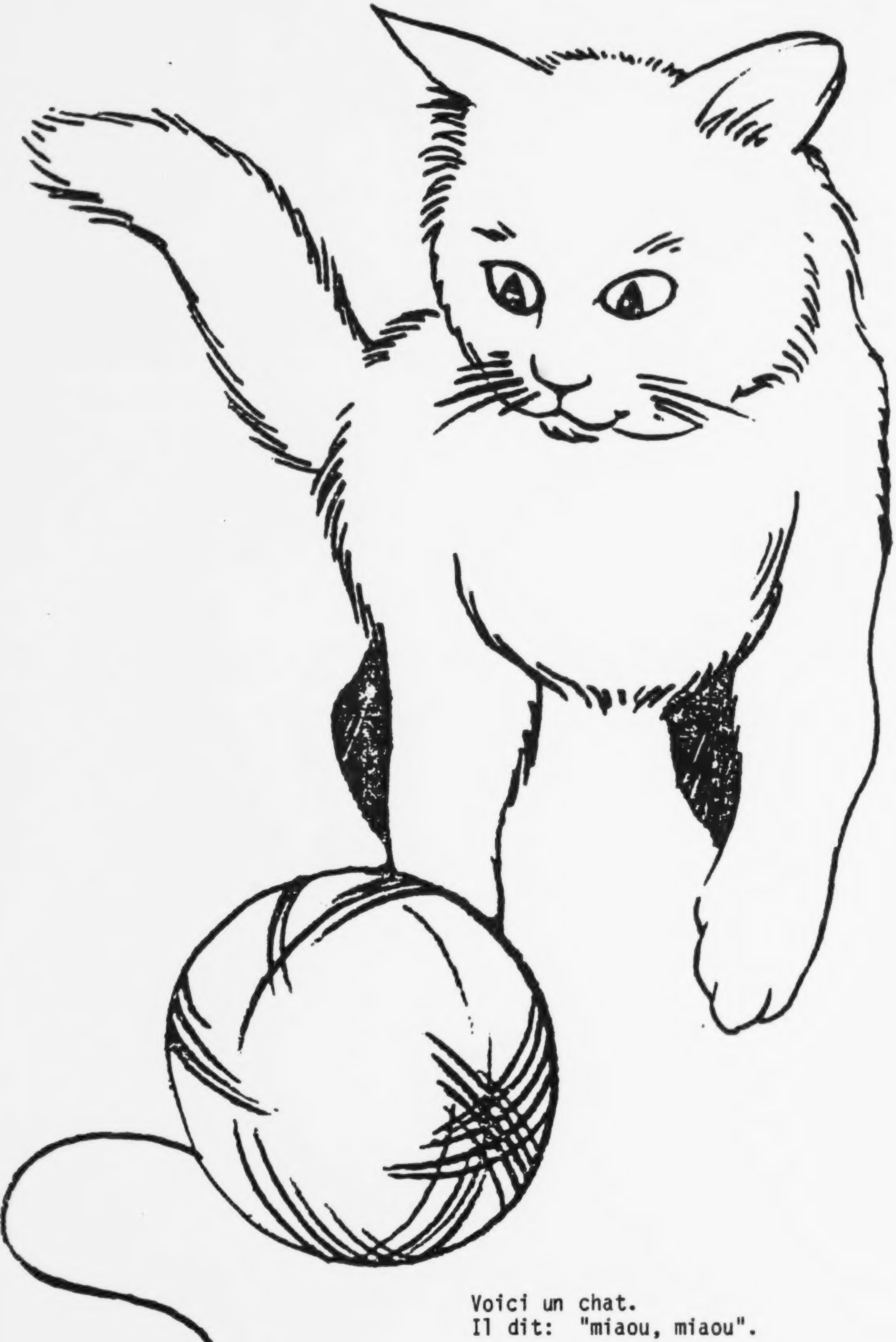
À LA FERME



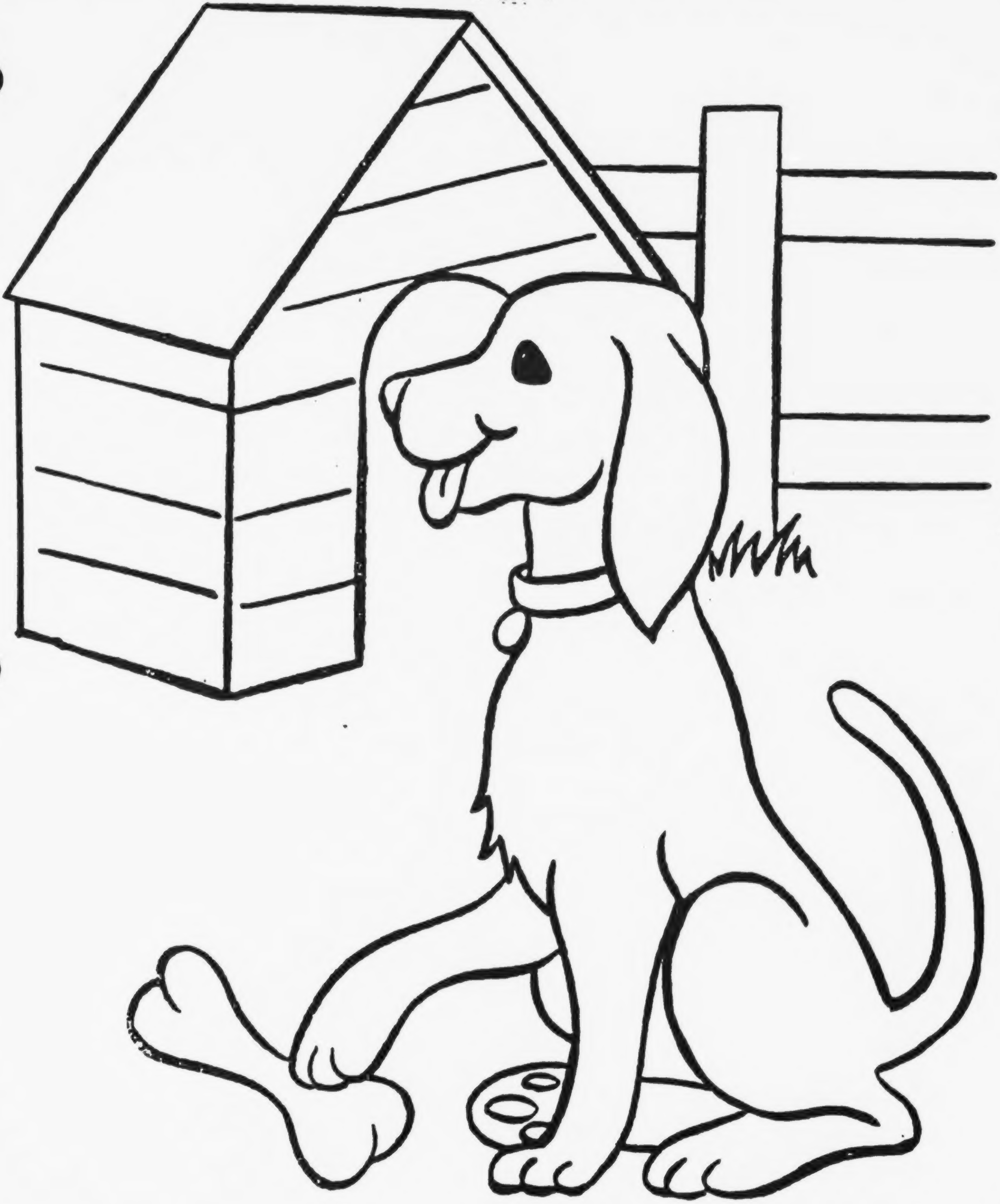

Bonjour, mes amis !
JUDY BAYER-BILENKI

Voici
C'est } un fermier.

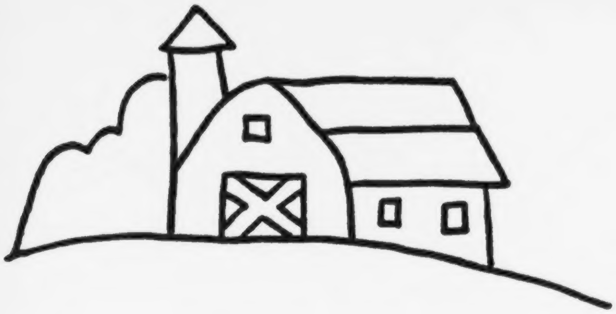
Il dit: "Bonjour. Voici les animaux à la ferme."

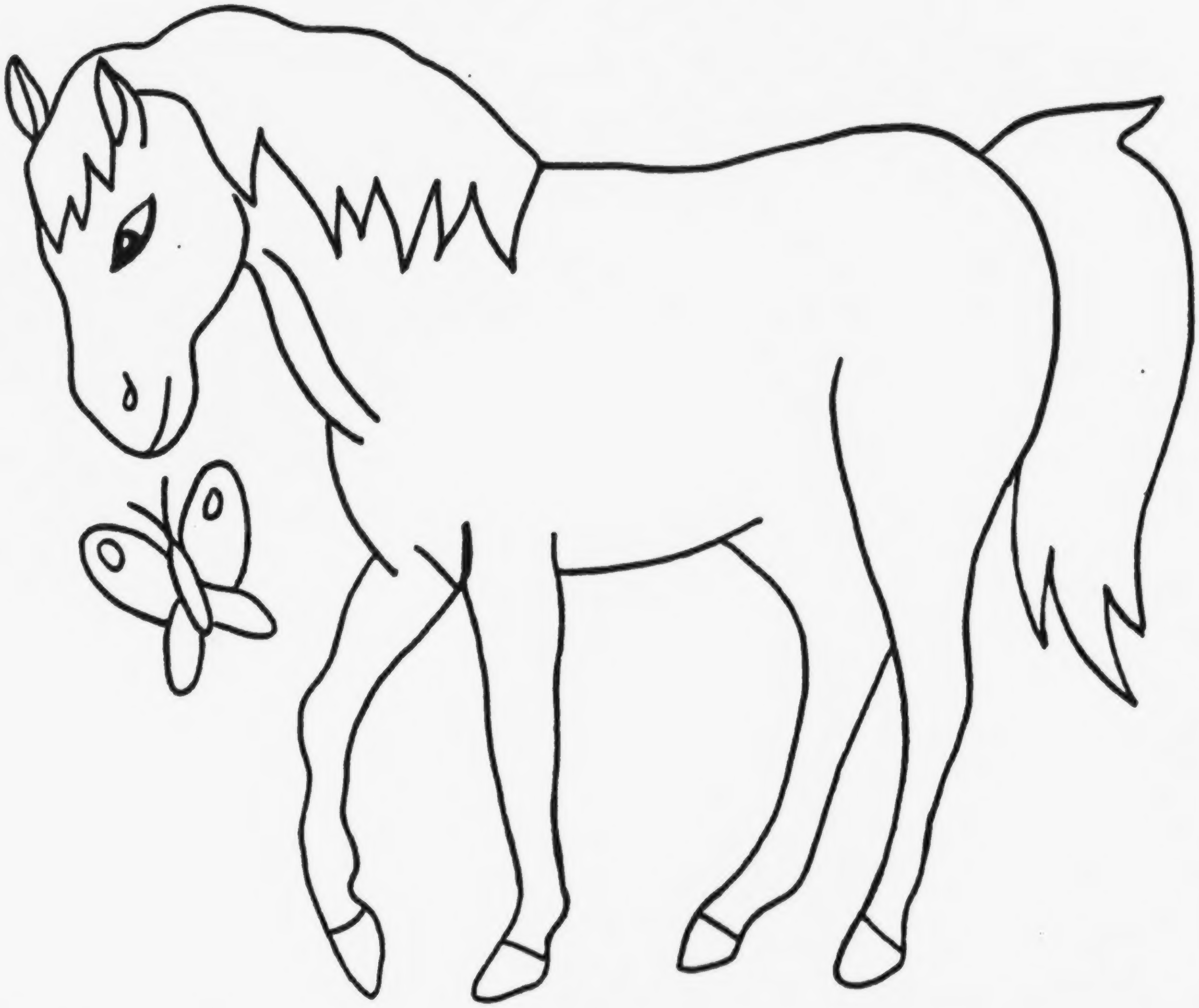


Voici un chat.
Il dit: "miaou, miaou".

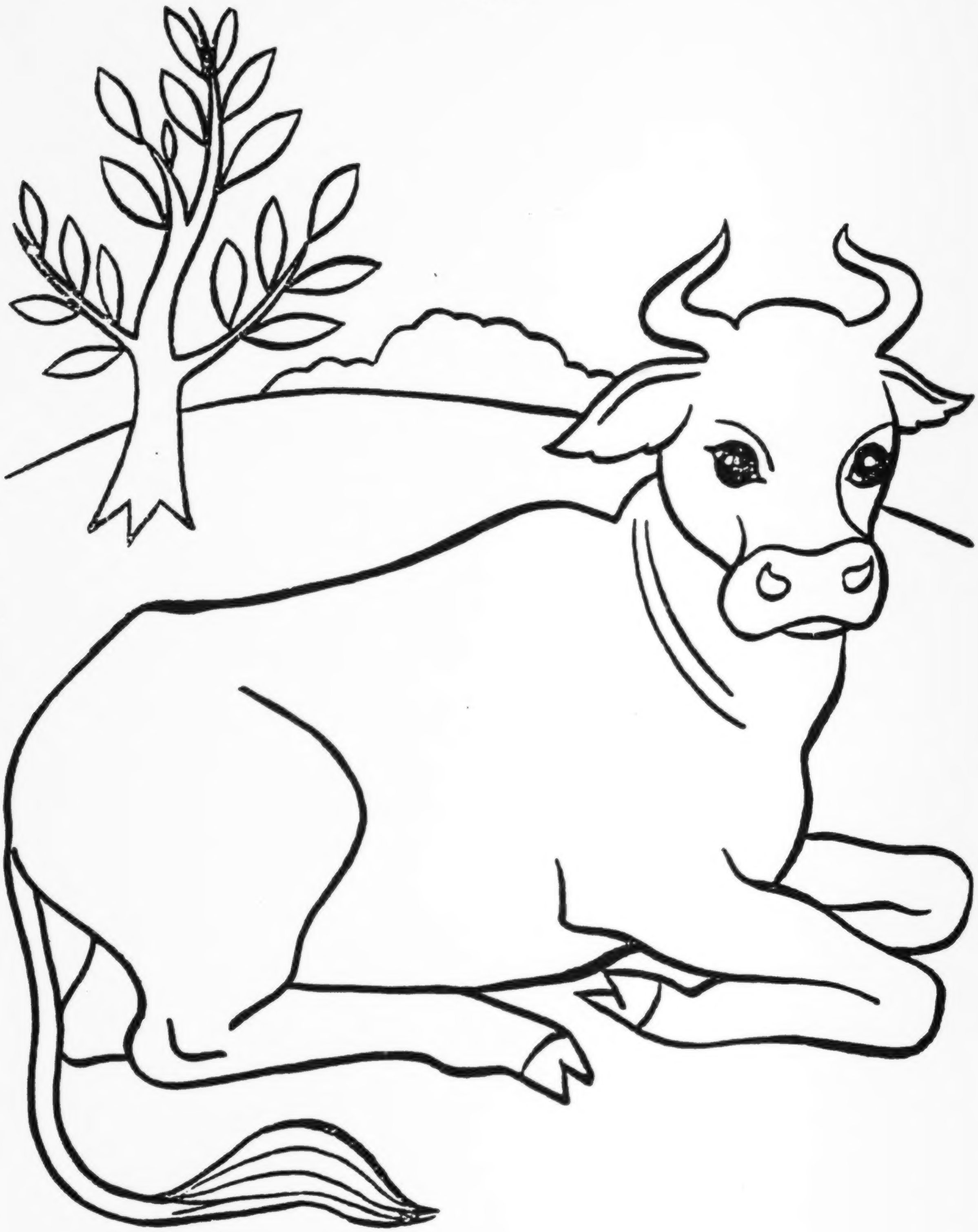


Voici un chien.
Il dit: "ouah - ouah".

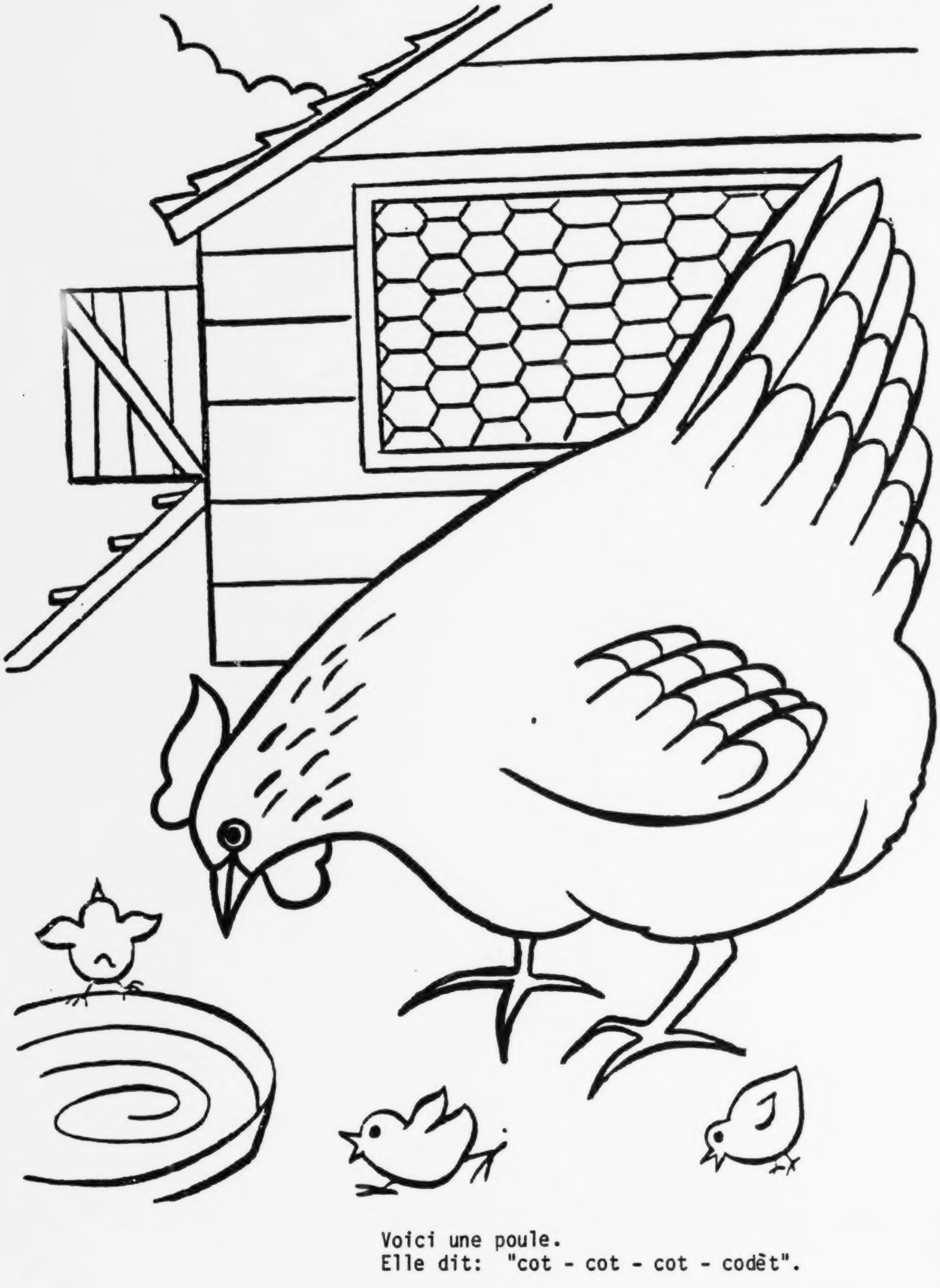




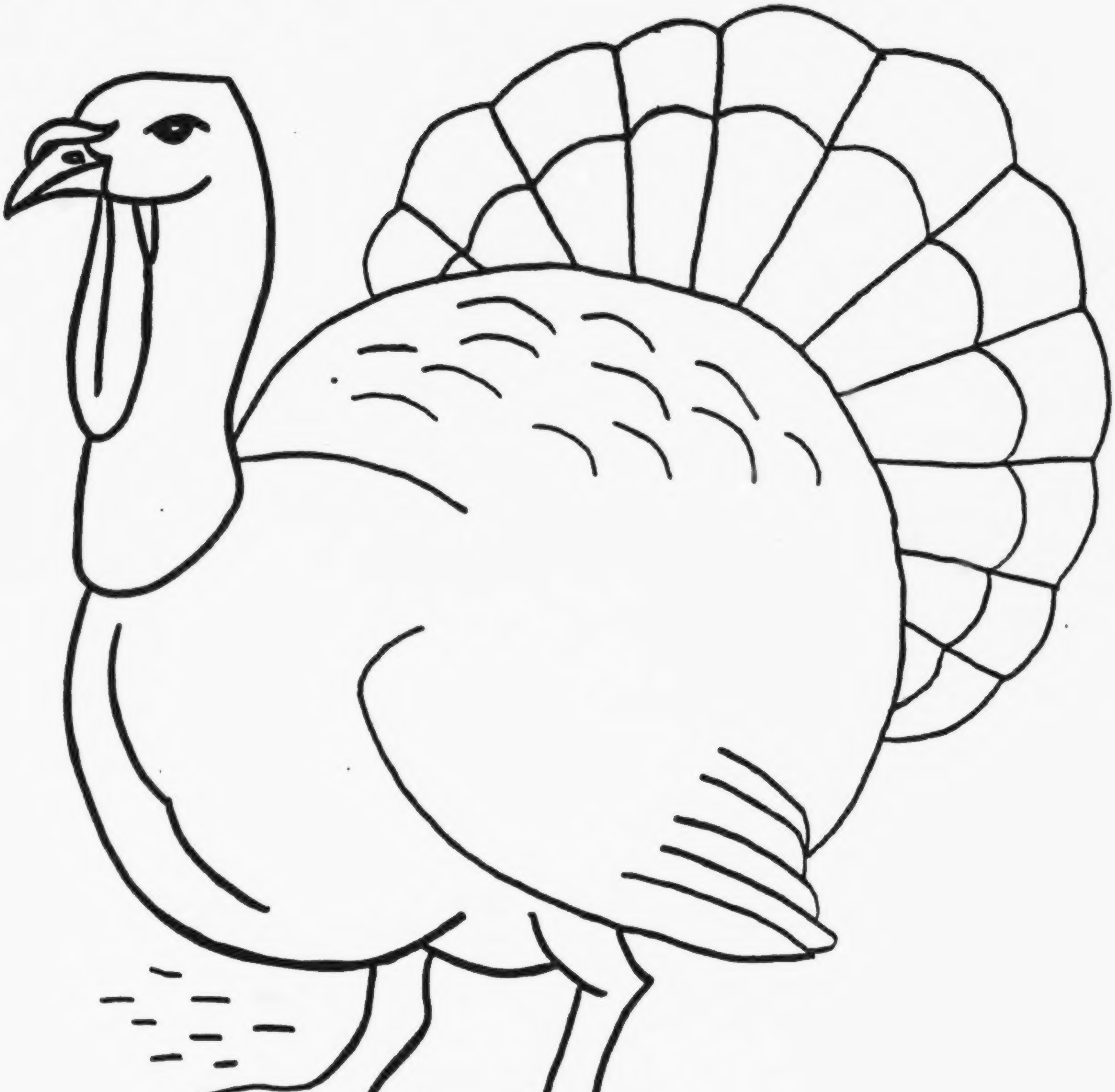
Voici un cheval.
Il dit: "hii - hii".



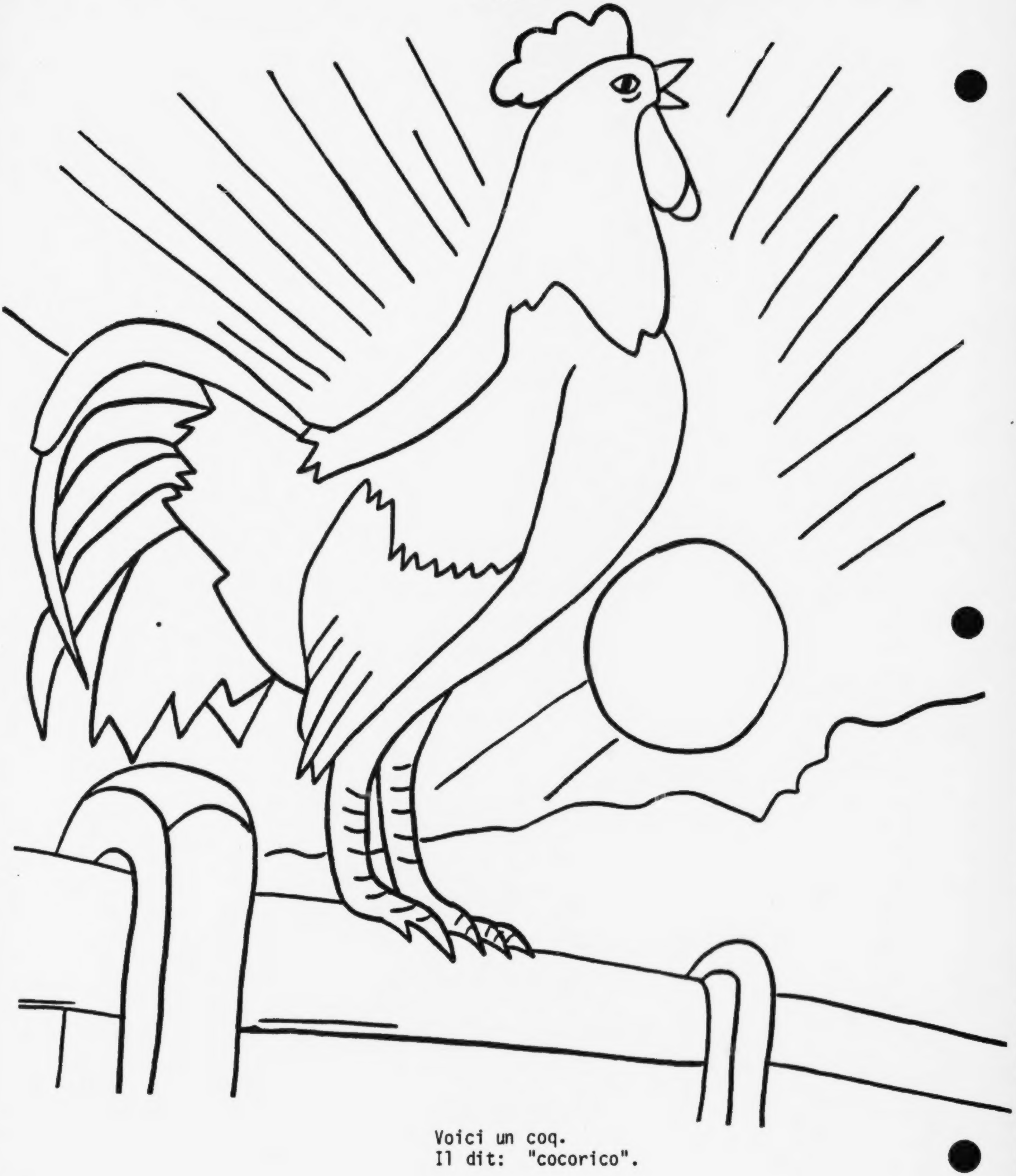
Voici une vache.
Elle dit: "meuh, meuh".



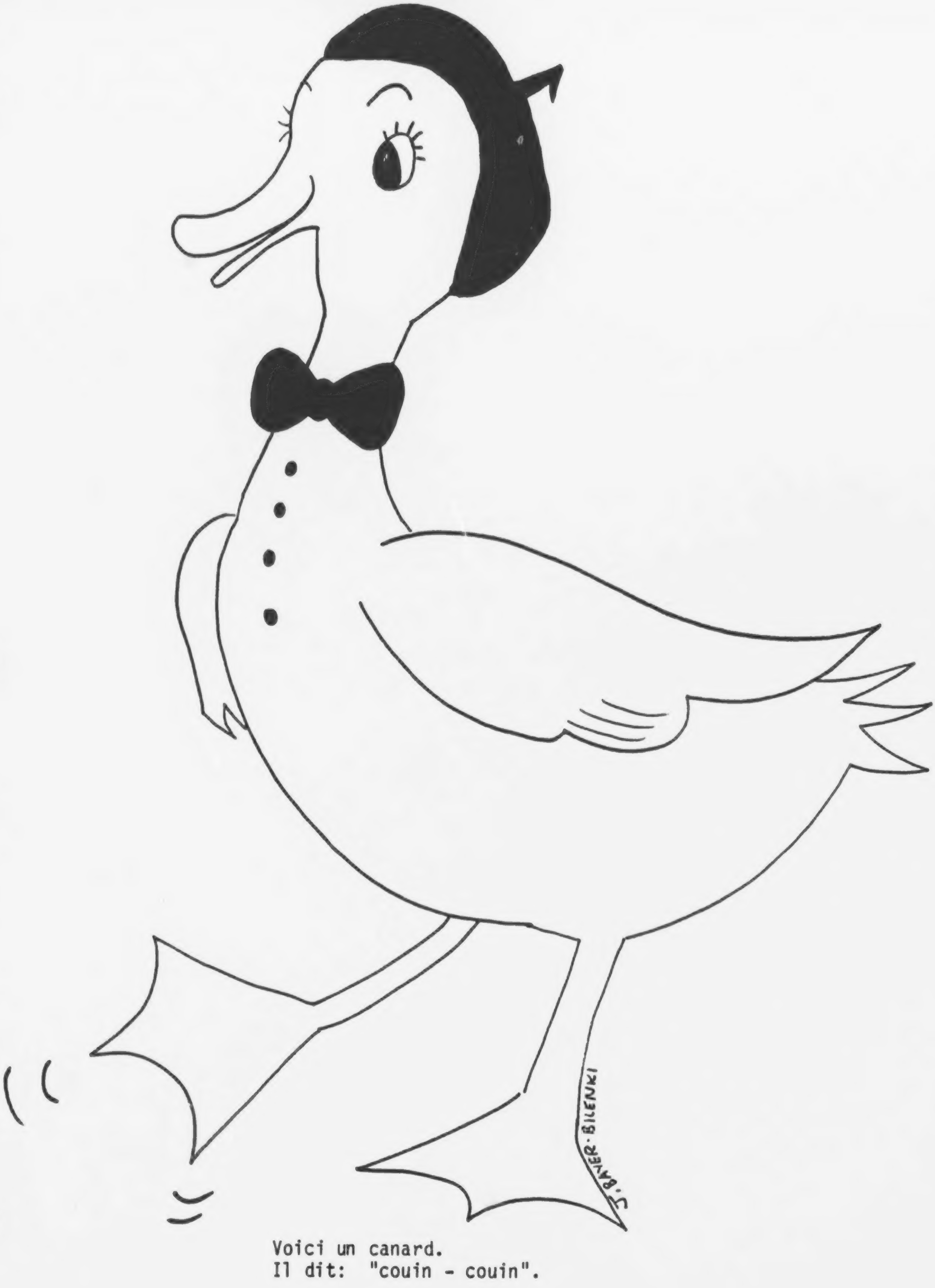
Voici une poule.
Elle dit: "cot - cot - cot - codèt".



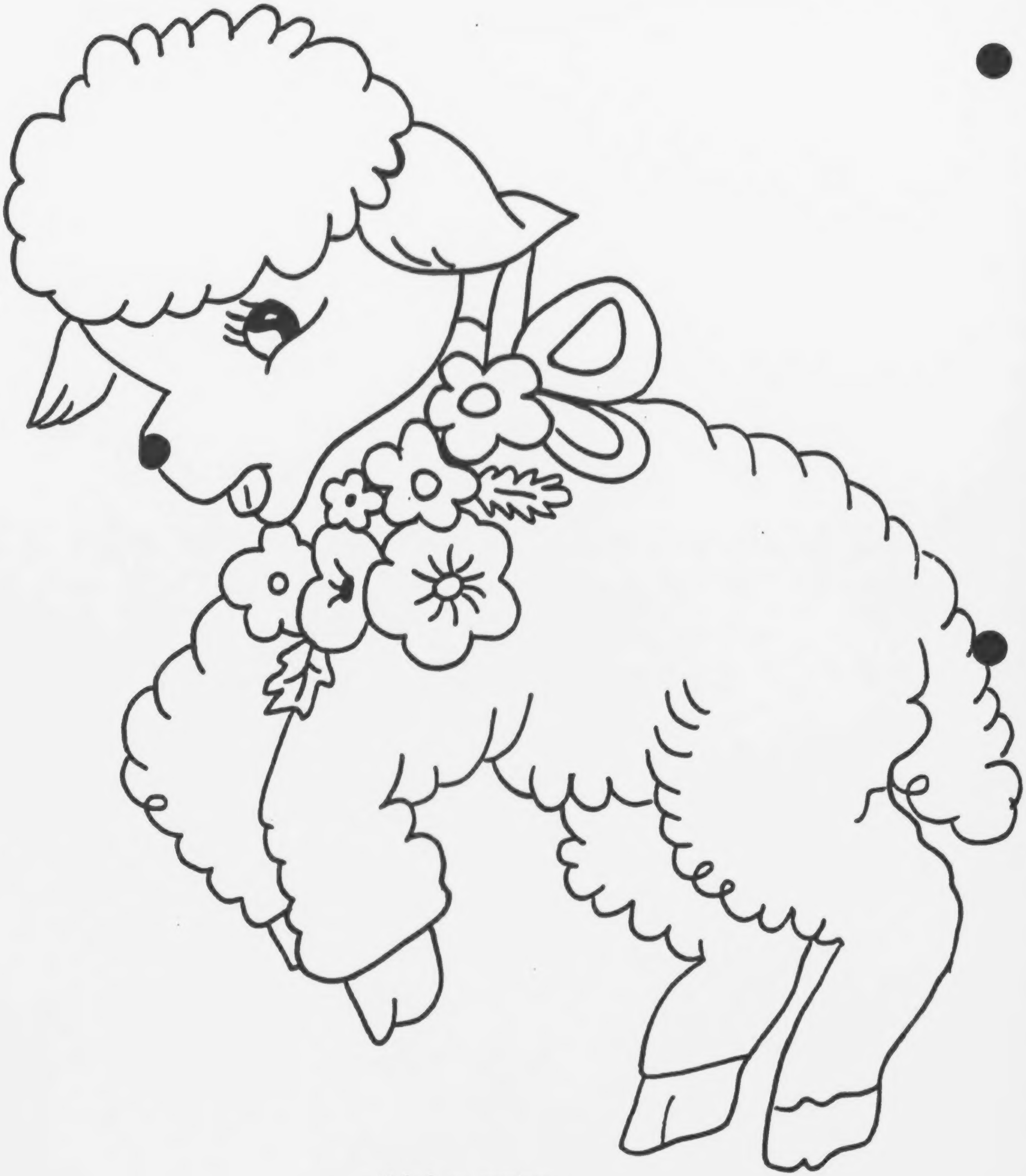
Voici un dindon.
Il dit: "glou - glou - glou".



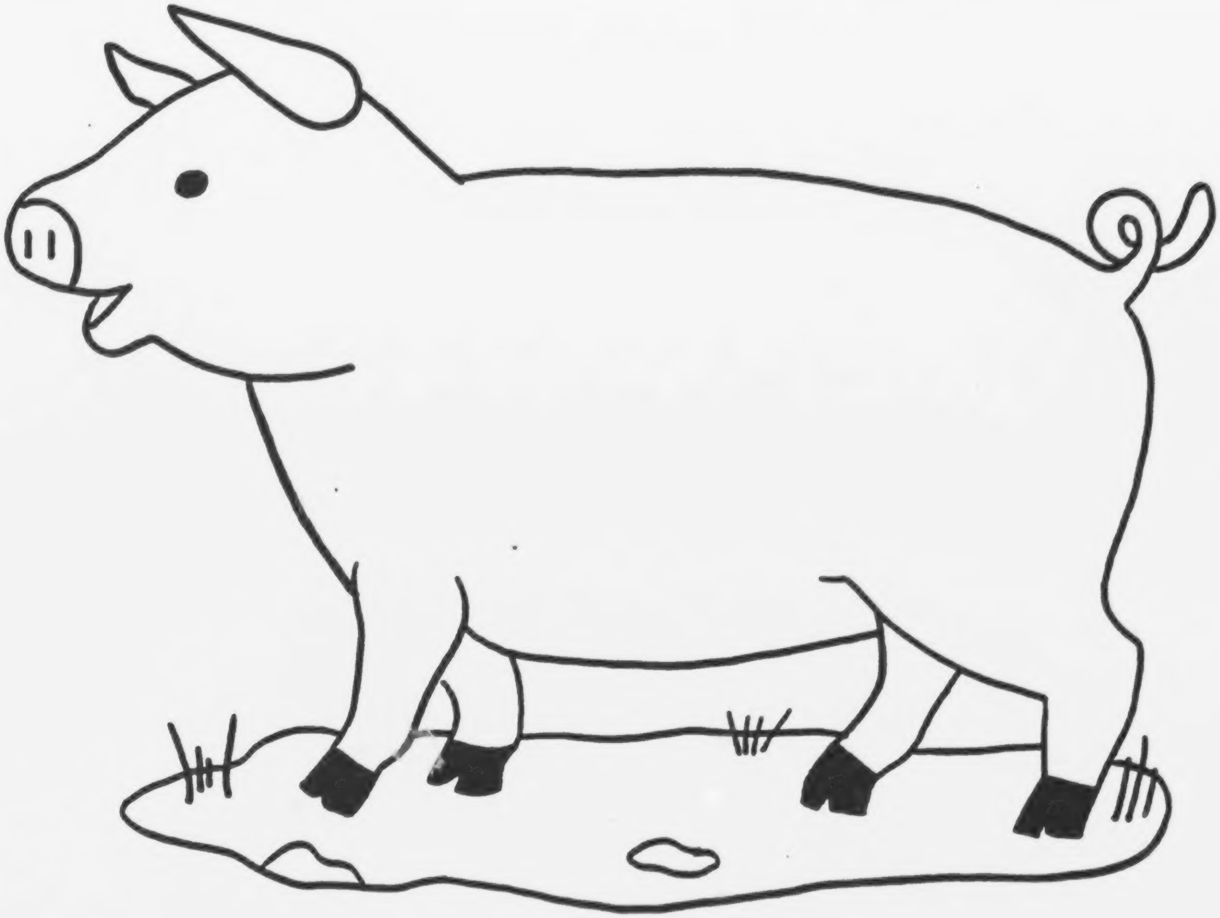
Voici un coq.
Il dit: "cocorico".


J. BAYER-BILENKI

Voici un canard.
Il dit: "couin - couin".



Voici un mouton.
Il dit: "bèèè - bèèè".



Voici un cochon.
Il dit: "gron - gron".

Activity: Spin and win

The purpose of this activity is to review vocabulary that has already been presented.

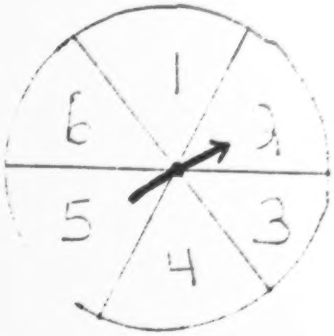
Material needed: heavy poster paper
butterfly pin

Using the sample wheels provided, make a larger version of the circle and the arrow on poster paper. Cut out and laminate. Attach the arrow with the butterfly pin.

Instructions:

The student spins the arrow. When it stops, he or she must identify the vocabulary.

Example:

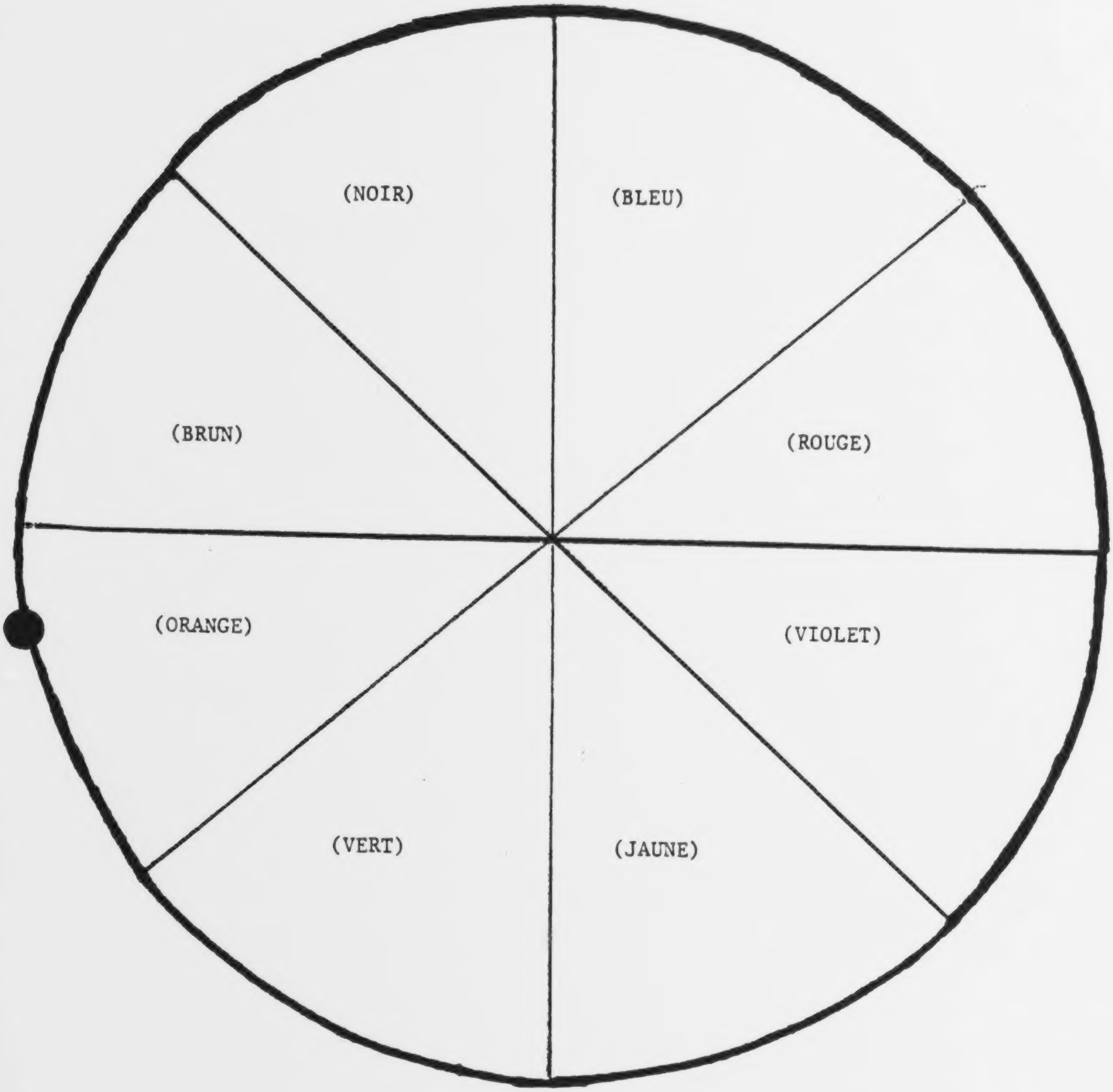


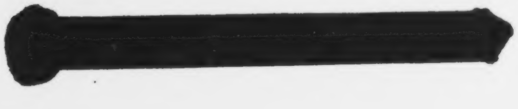
C'est numéro deux.

The first few times that this activity is presented, the teacher may wish to provide the answer in her question.

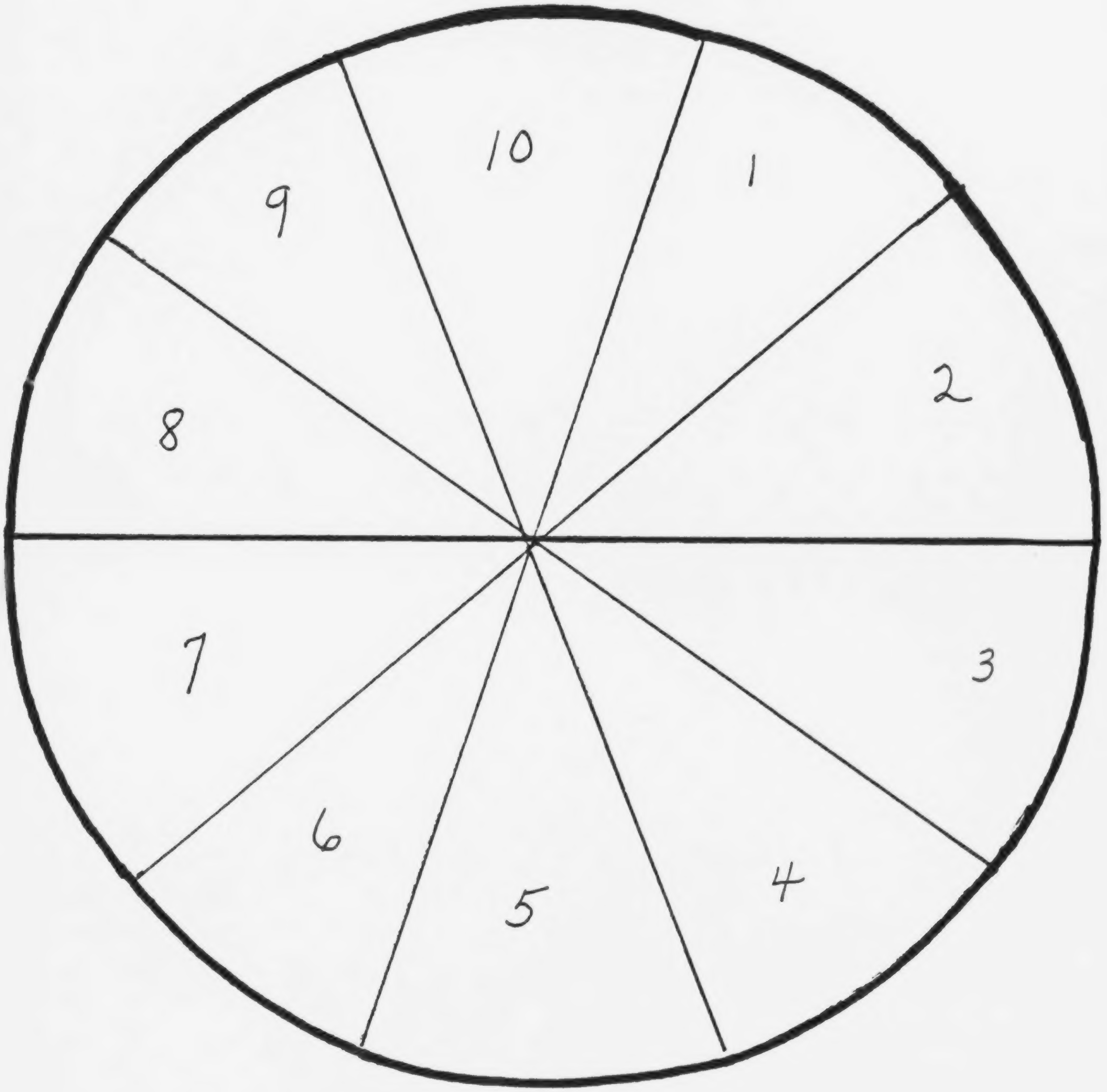
Example: C'est numéro 1 ou numéro 2?

SPIN AND WIN


(NOIR)
(BLEU)
(BRUN)
(ROUGE)
(ORANGE)
(VIOLET)
(VERT)
(JAUNE)



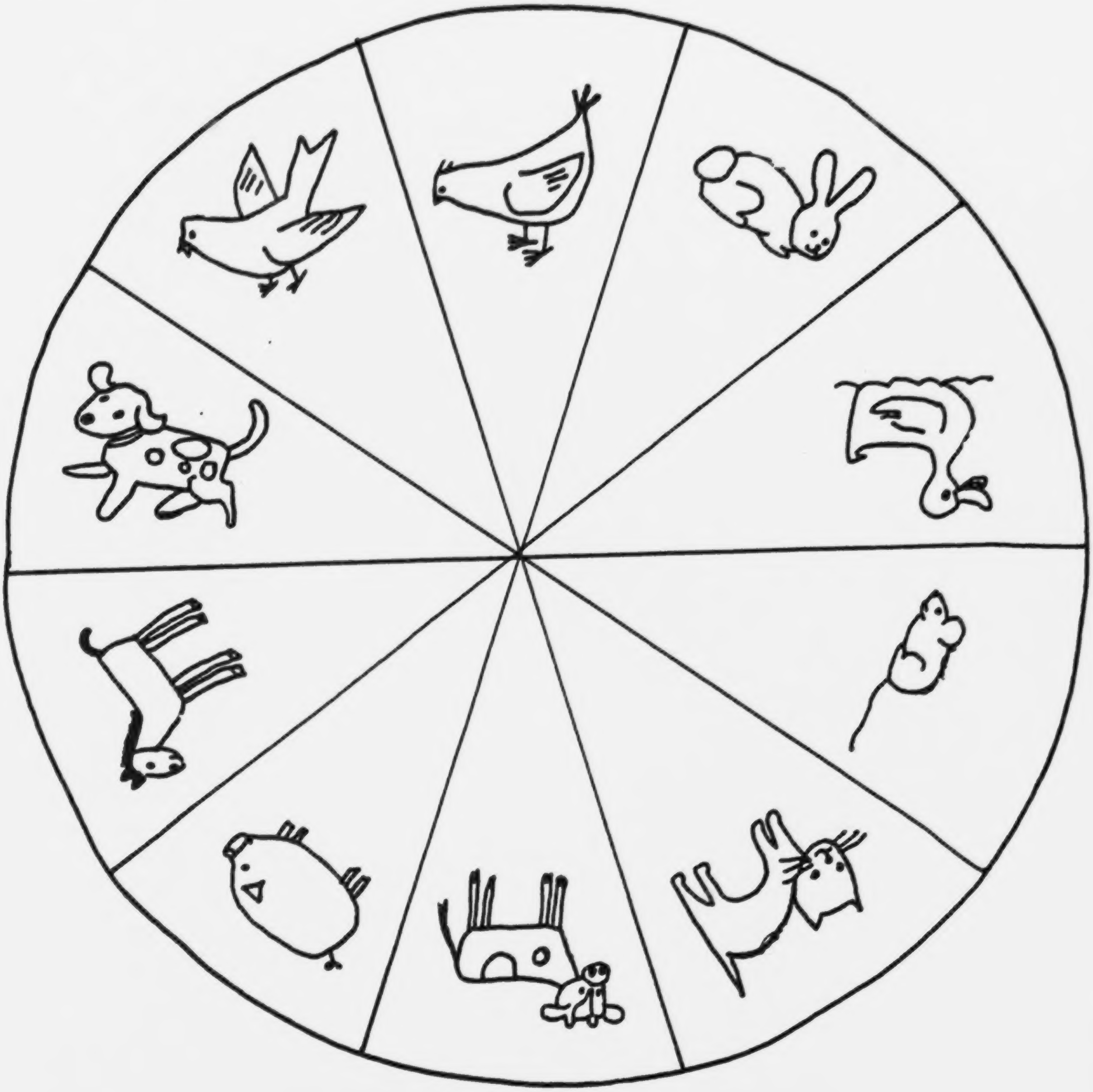
SPIN AND WIN

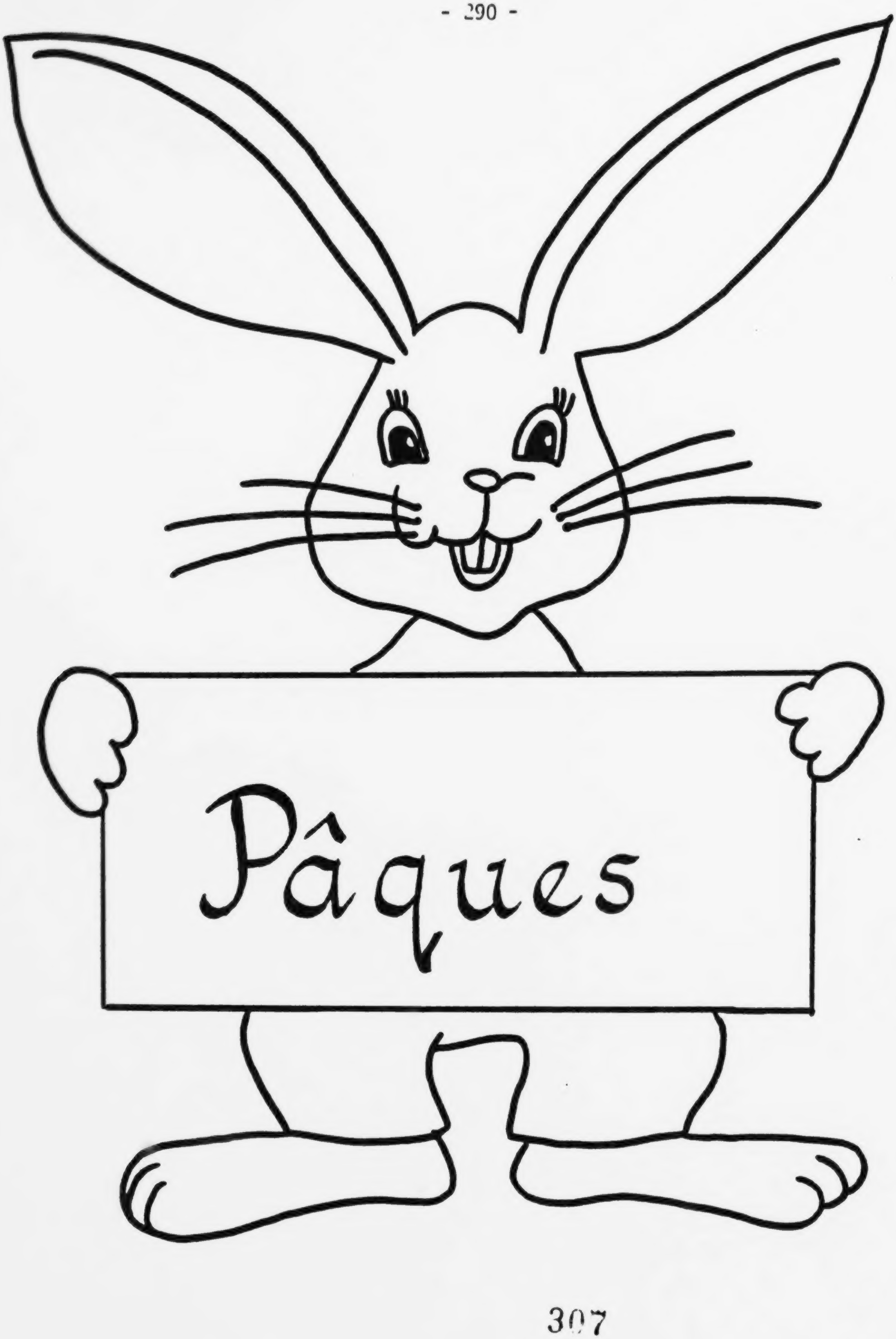

10
1
2
3
4
5
6
7
8
9

Activité

La grande roue des animaux

For complete instructions see page 286




Pâques

M et 1e ANNÉE

COMPTINES

1. La poule de monsieur

La poule de monsieur
Picoté, picota
A pondu des oeufs
Tout en chocolat.

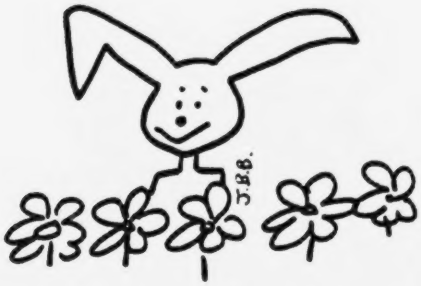
2. Lapin Jeannot

Lapin Jeannot
M'apportera
Un gros coco
En chocolat.

CHANSON

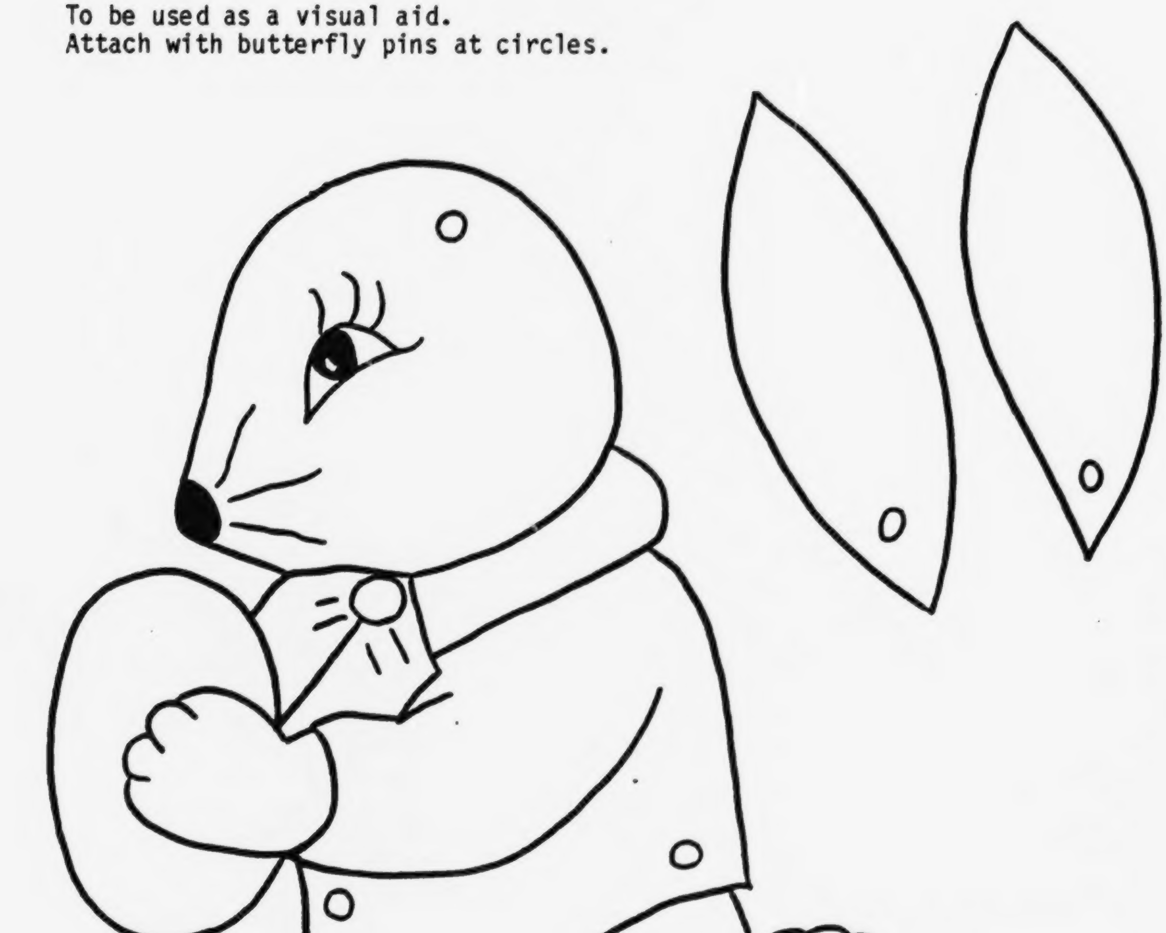
1. Mon beau lapin

(Tune: Jack and Jill)
In- in-in
Mon beau lapin
Mon joli lapin blanc - an
Ou-ou-ou
Il mange les choux
Dans le jardin de Maman - an



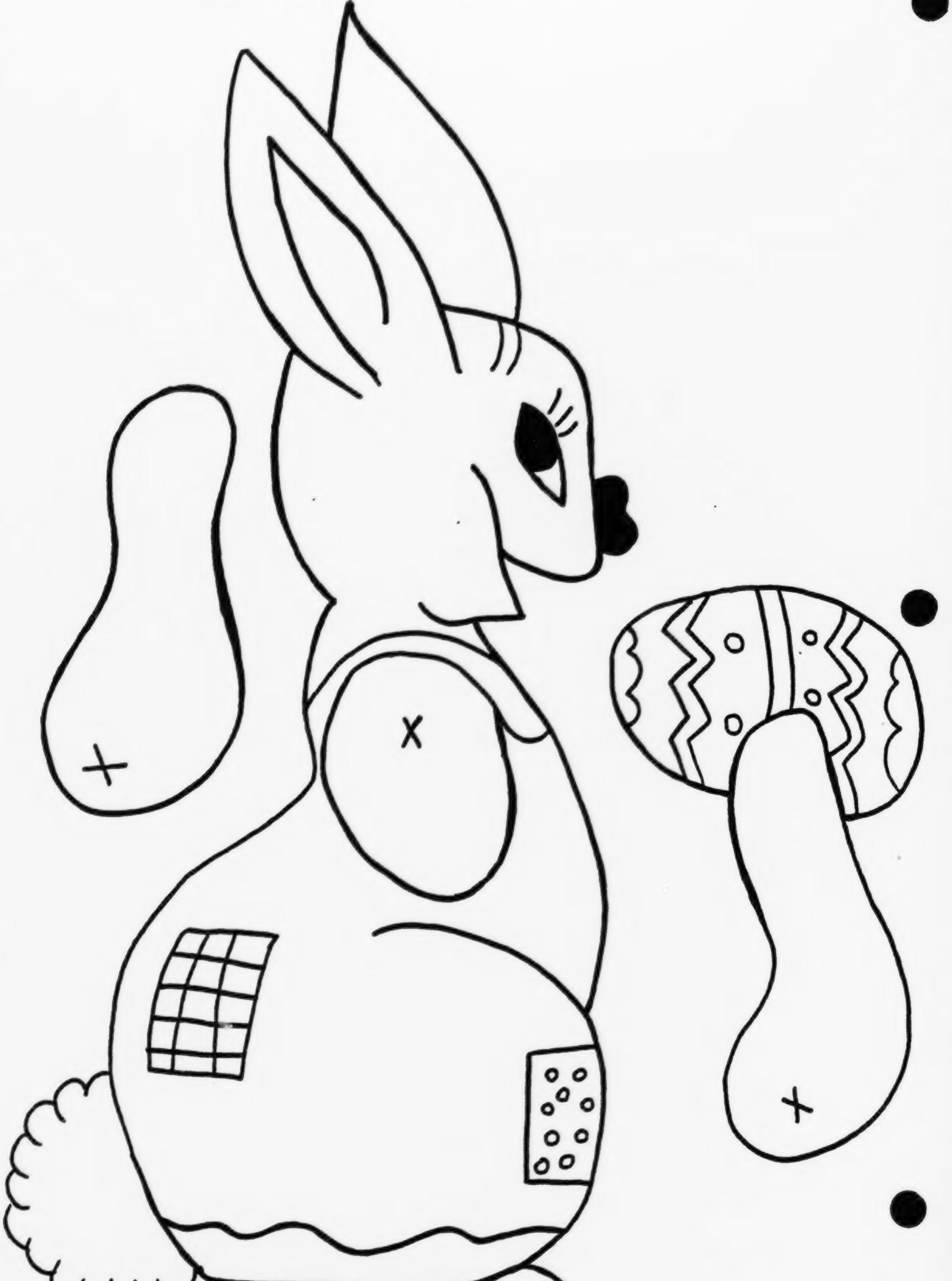
PIERROT

To be used as a visual aid.
Attach with butterfly pins at circles.

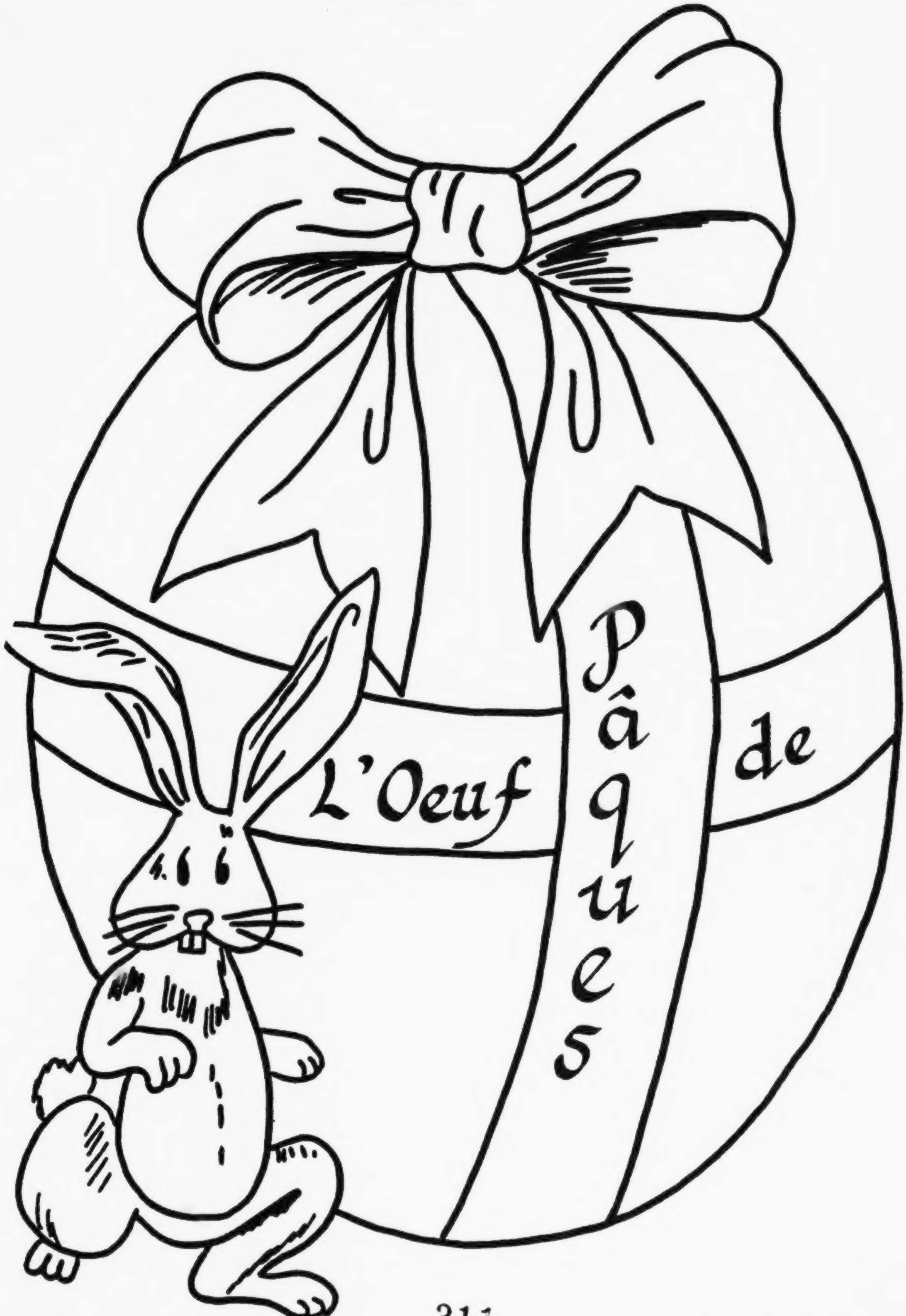


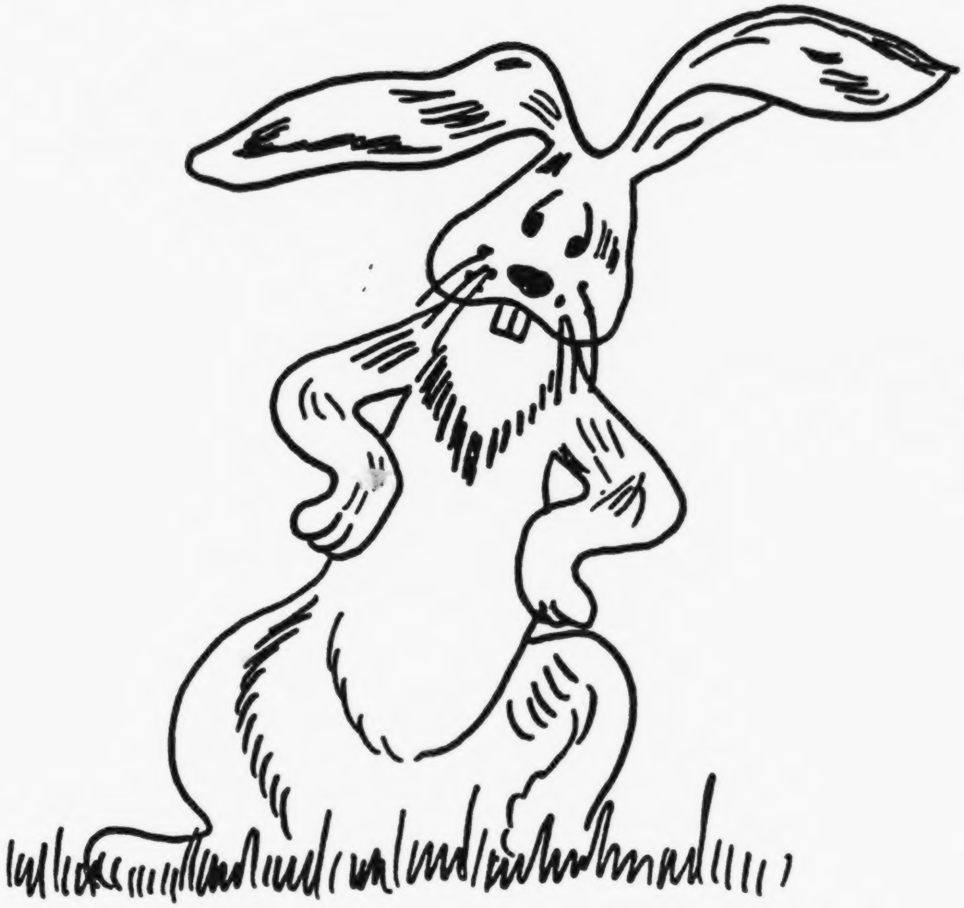
FIN FIN, LE LAPIN

To be used as a visual aid.
Attach with butterfly pins at the X's.

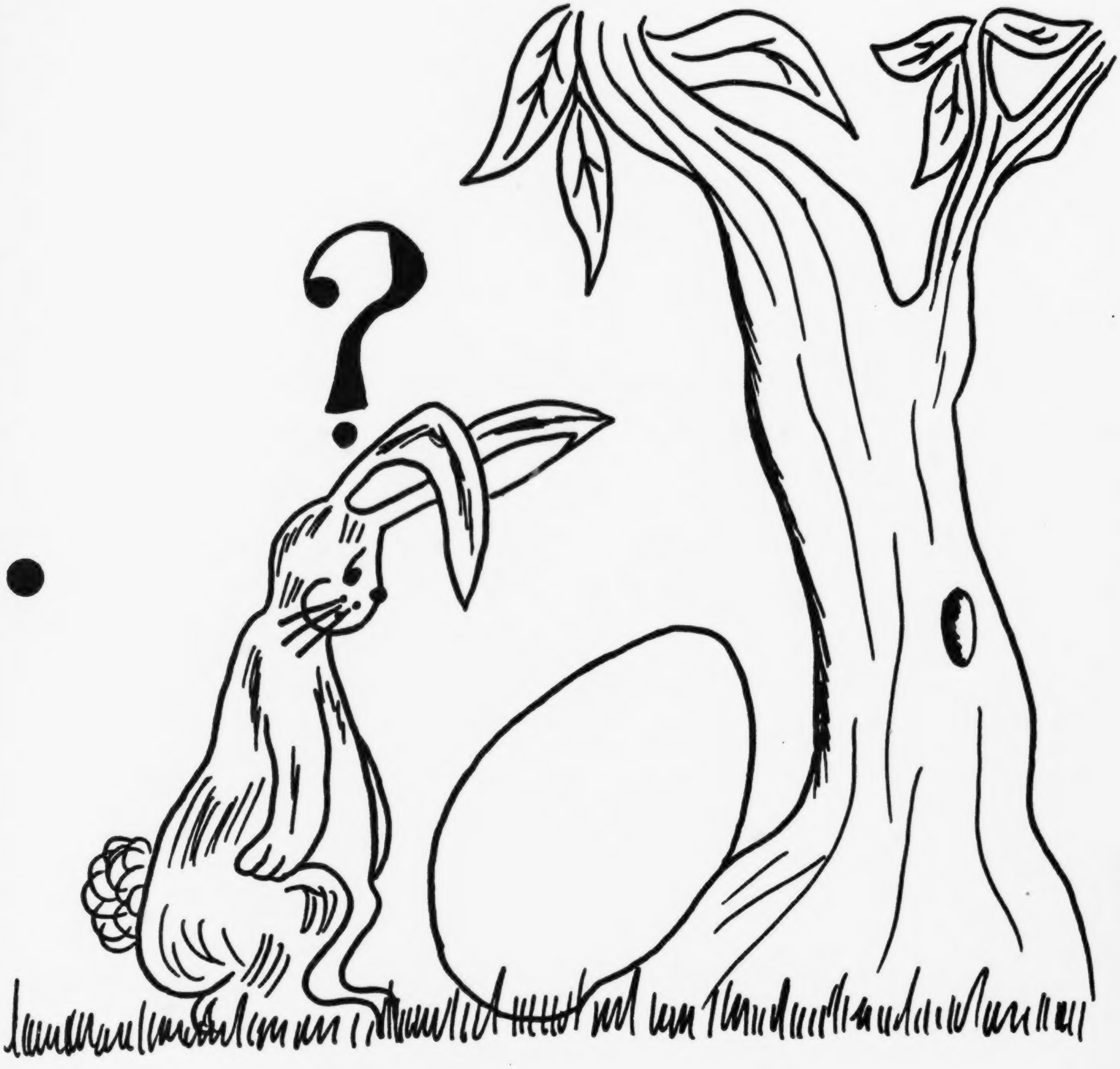


CONTE

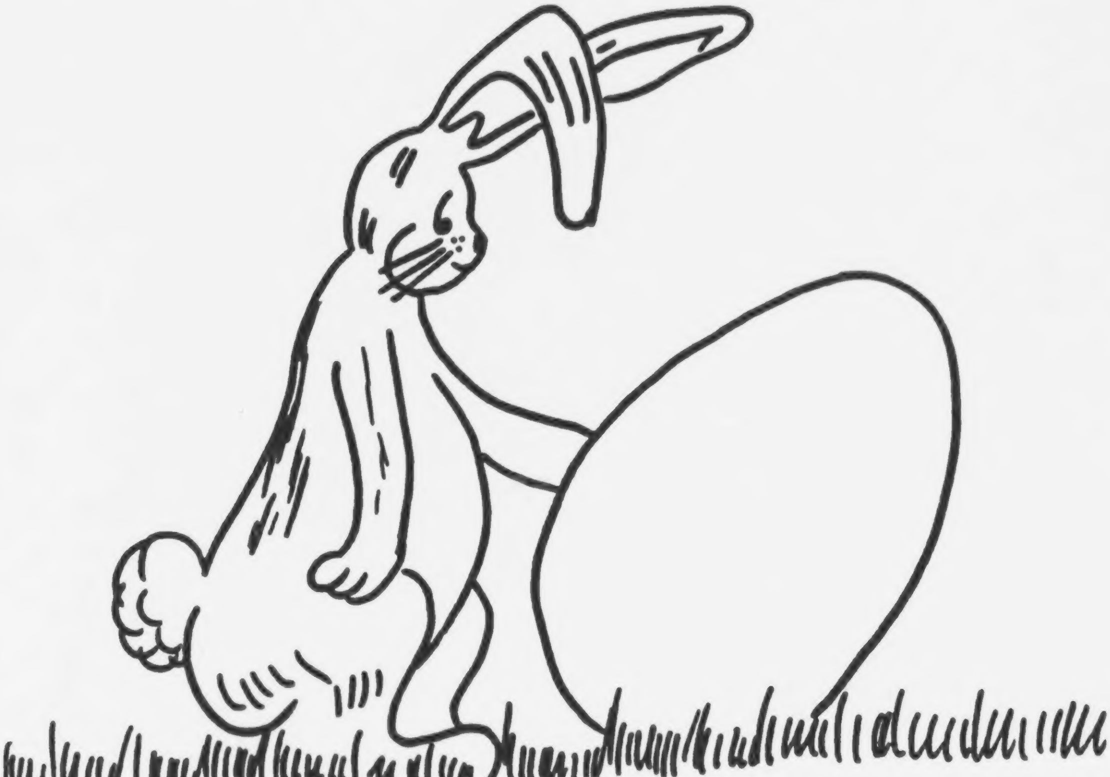

L'Oeuf
Pâques
de



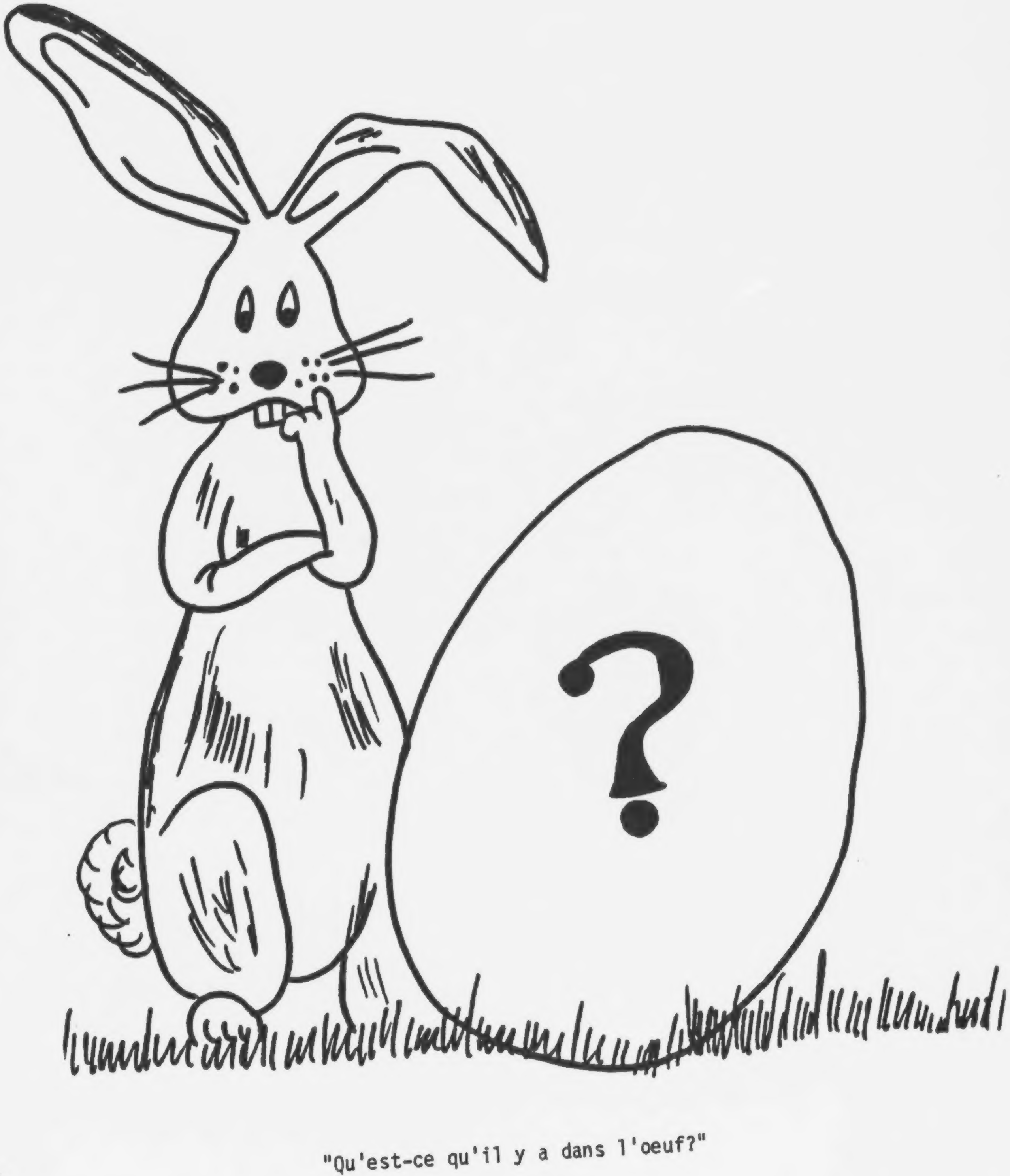
Voici un lapin. Il s'appelle Coco. Regardez. Il est triste. Il n'a pas d'amis. Coco dit: "Je veux un ami."



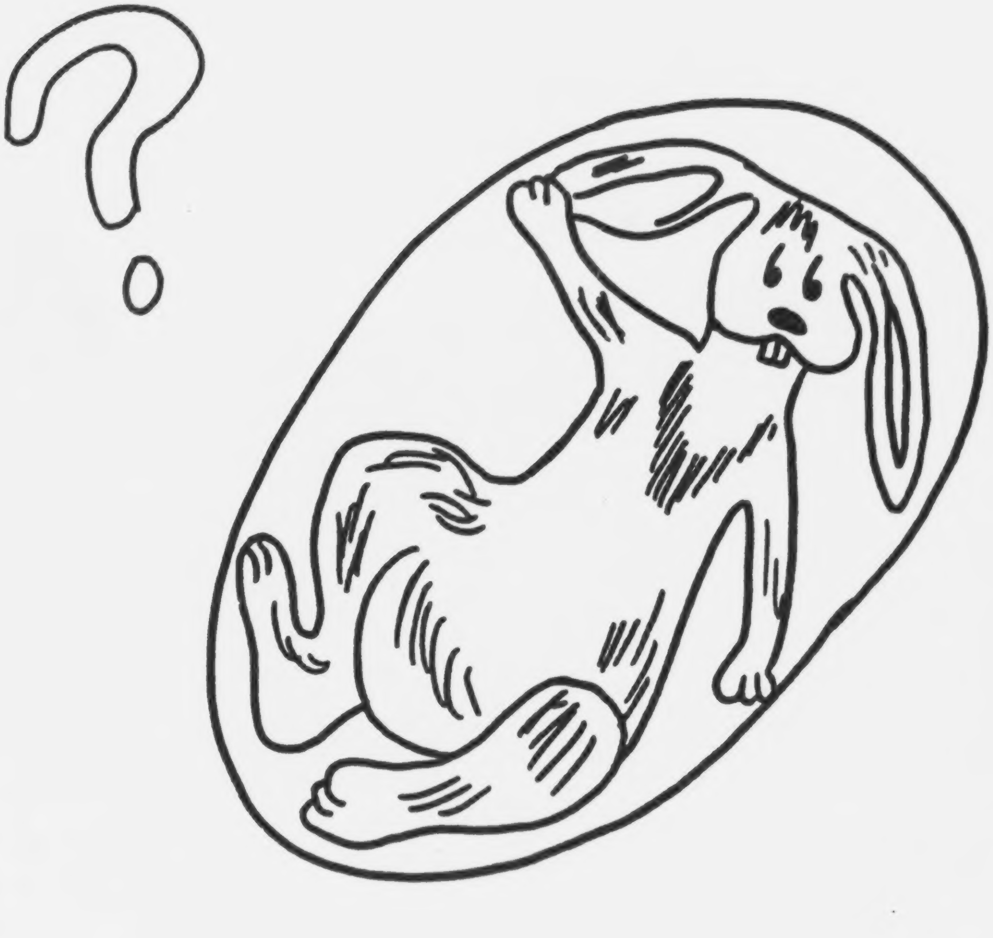
Il marche dans la forêt.
Il cherche un ami. Il cherche partout.
Et ... voilà ...
"Qu'est-ce que c'est? Oh, là, là, c'est un oeuf."



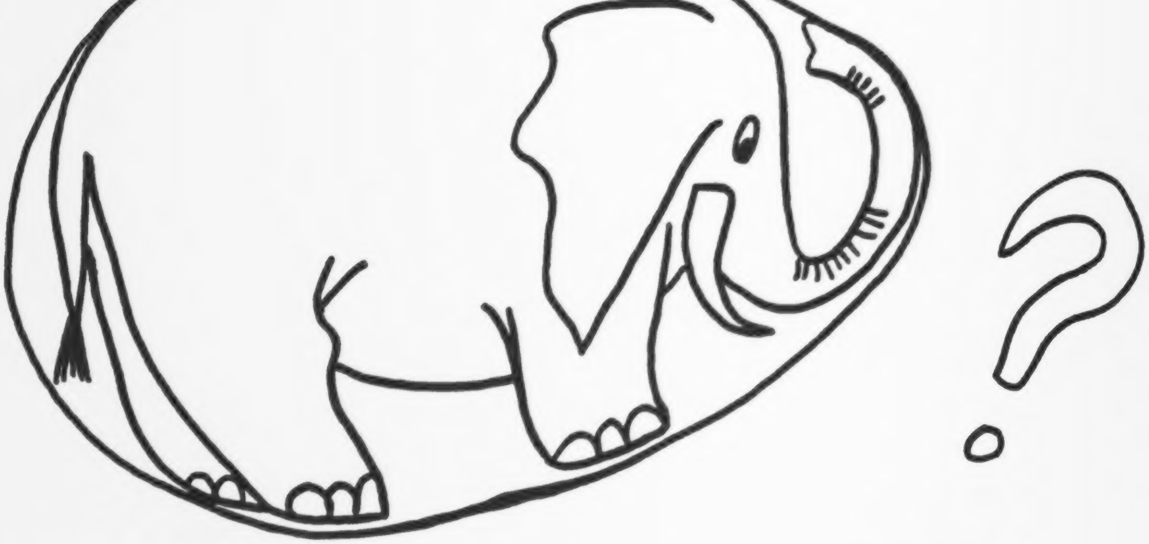
Il touche l'oeuf.



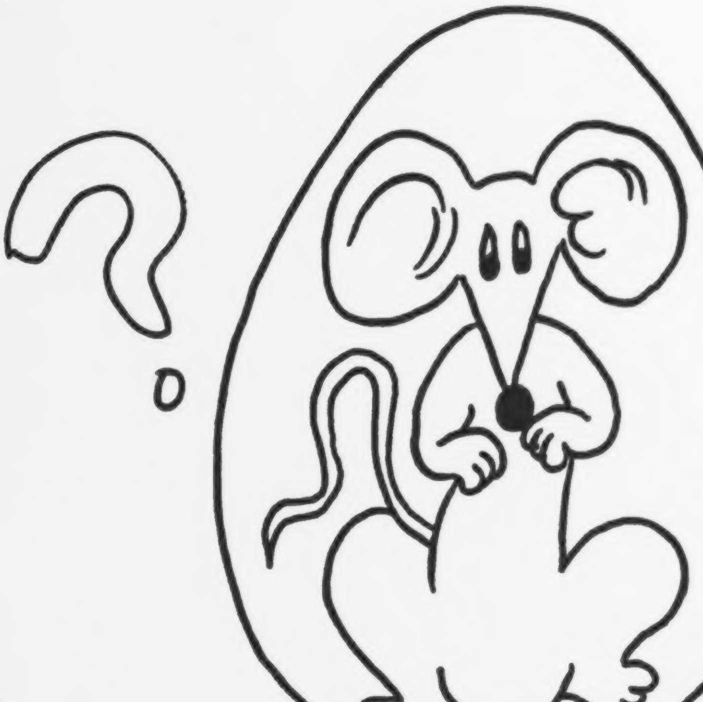
"Qu'est-ce qu'il y a dans l'oeuf?"



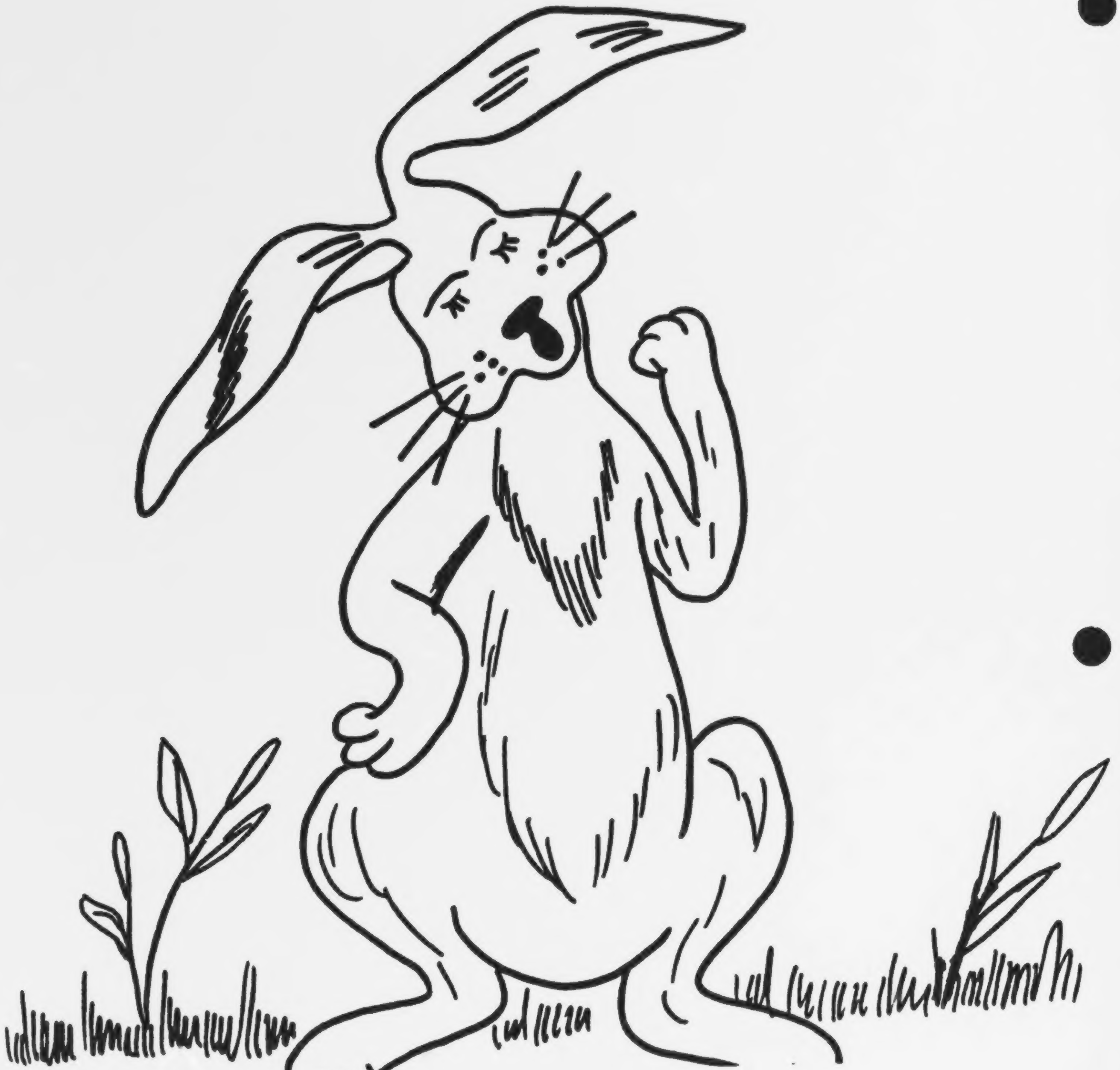
"Un lapin?"



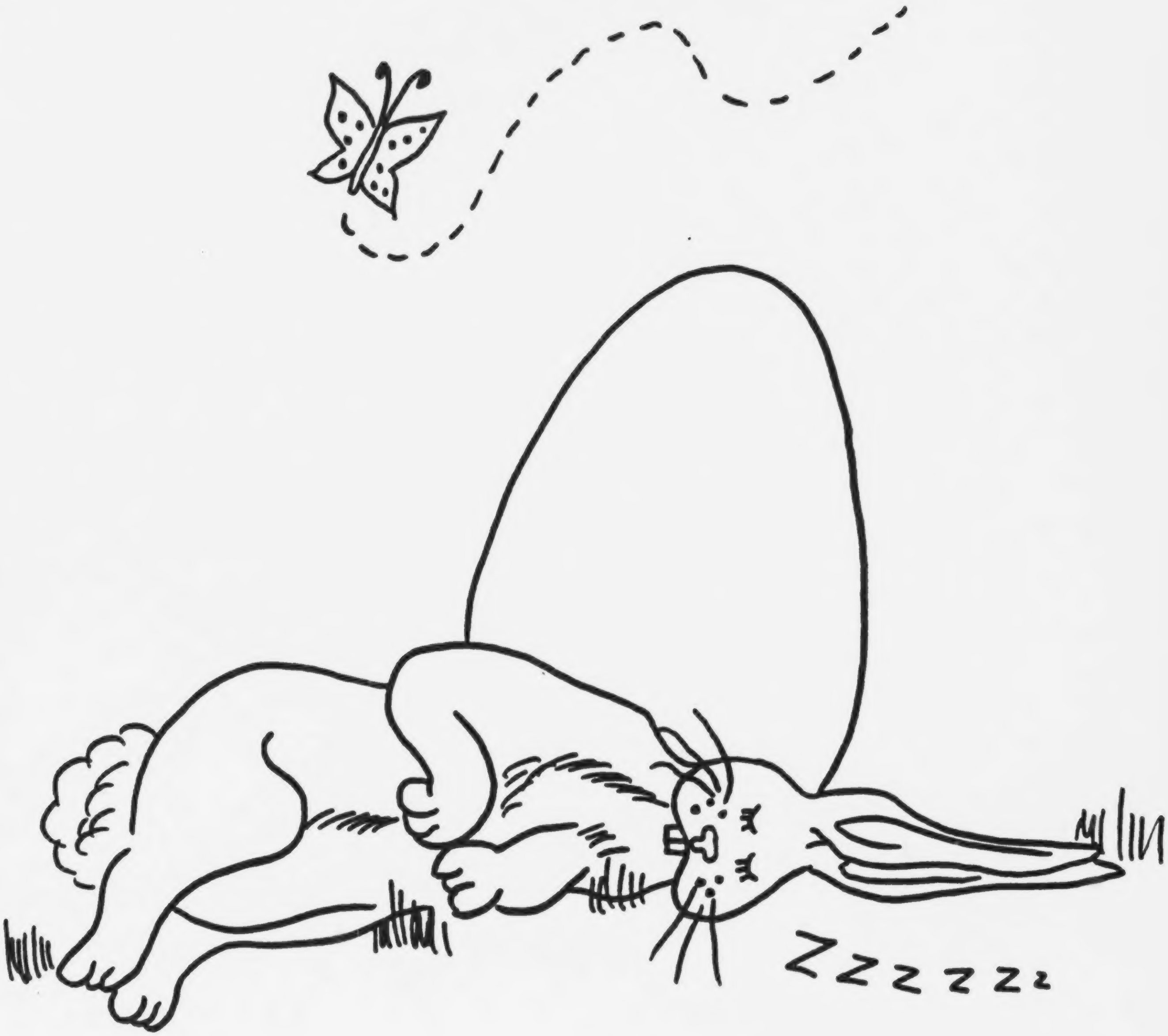
"Un éléphant?"



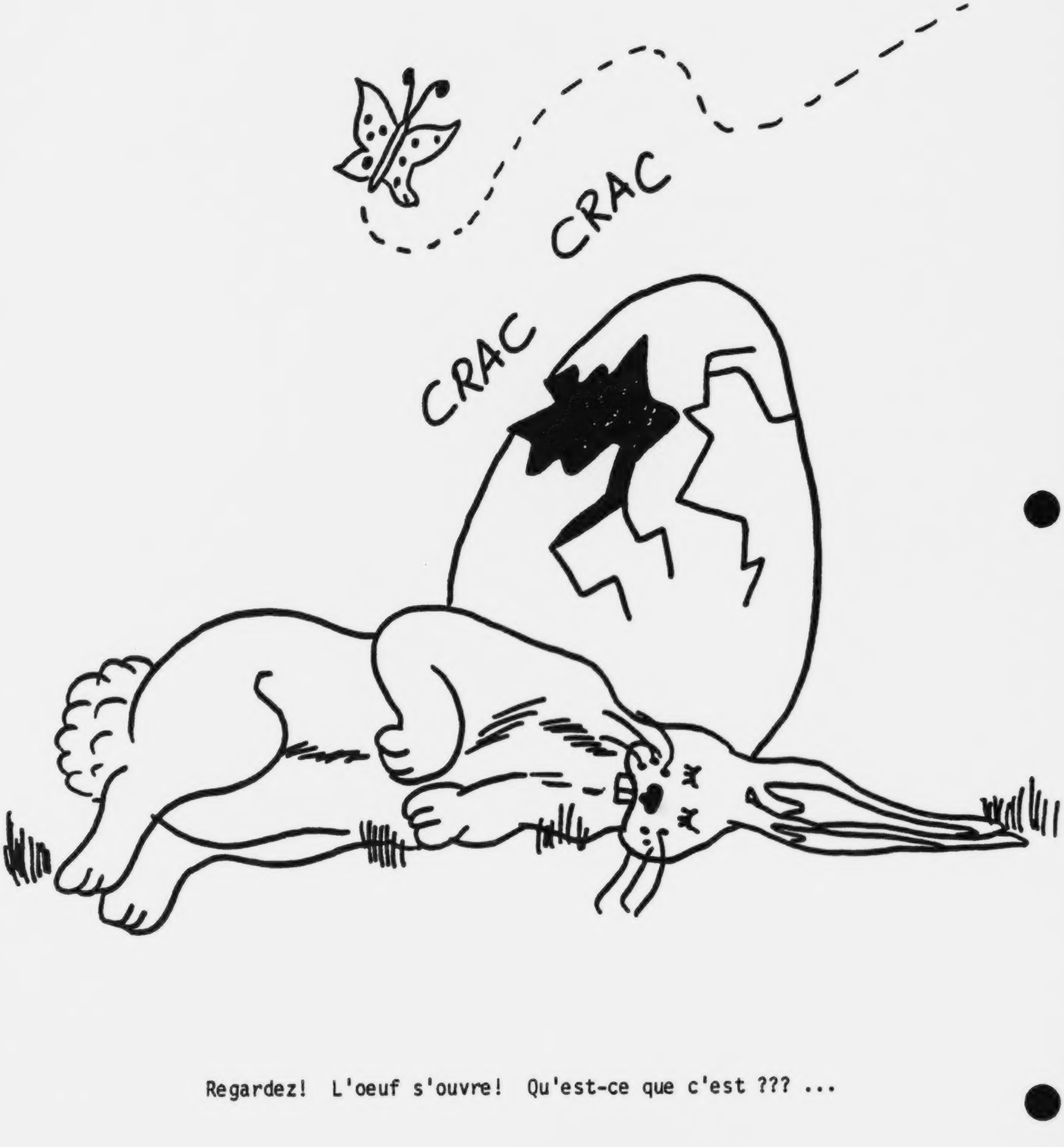
"Une souris?
Qu'est-ce qu'il y a
dans l'oeuf?"



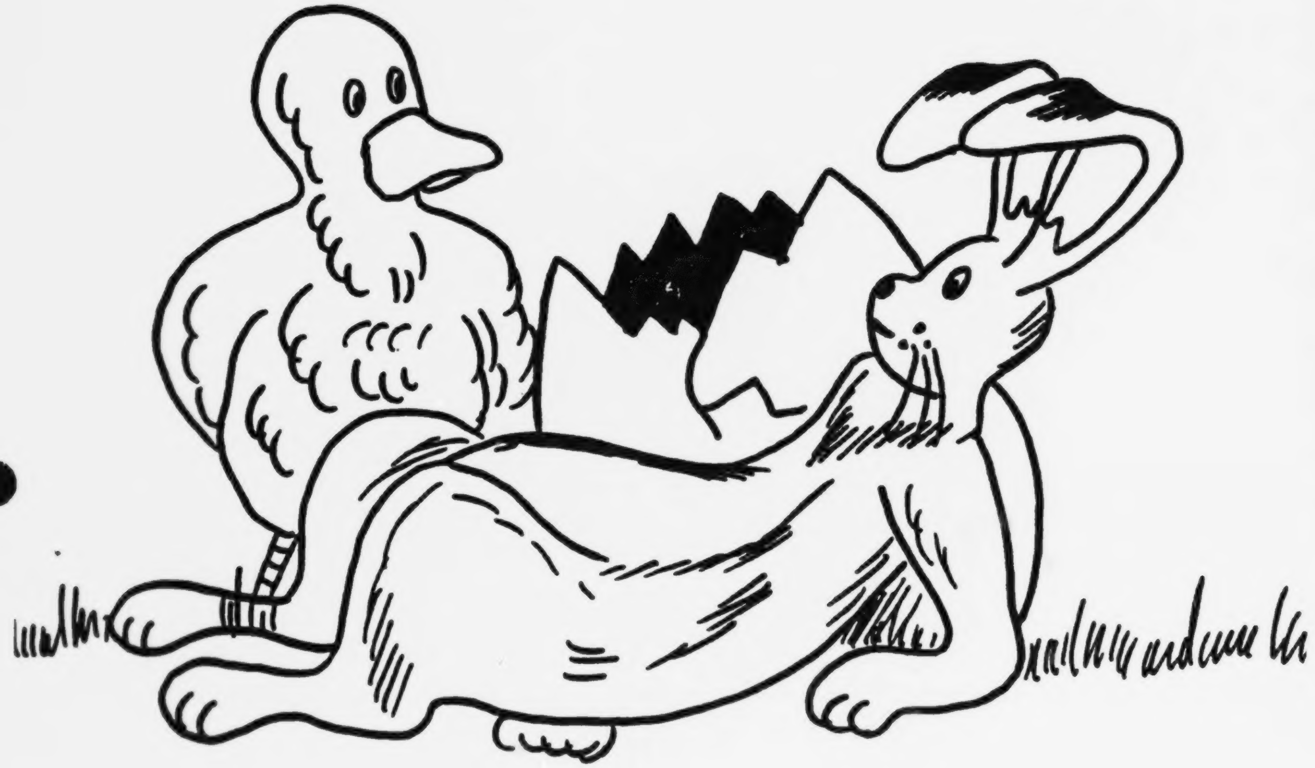
Coco est très fatigué.
Coco dit: "Je suis fatigué."



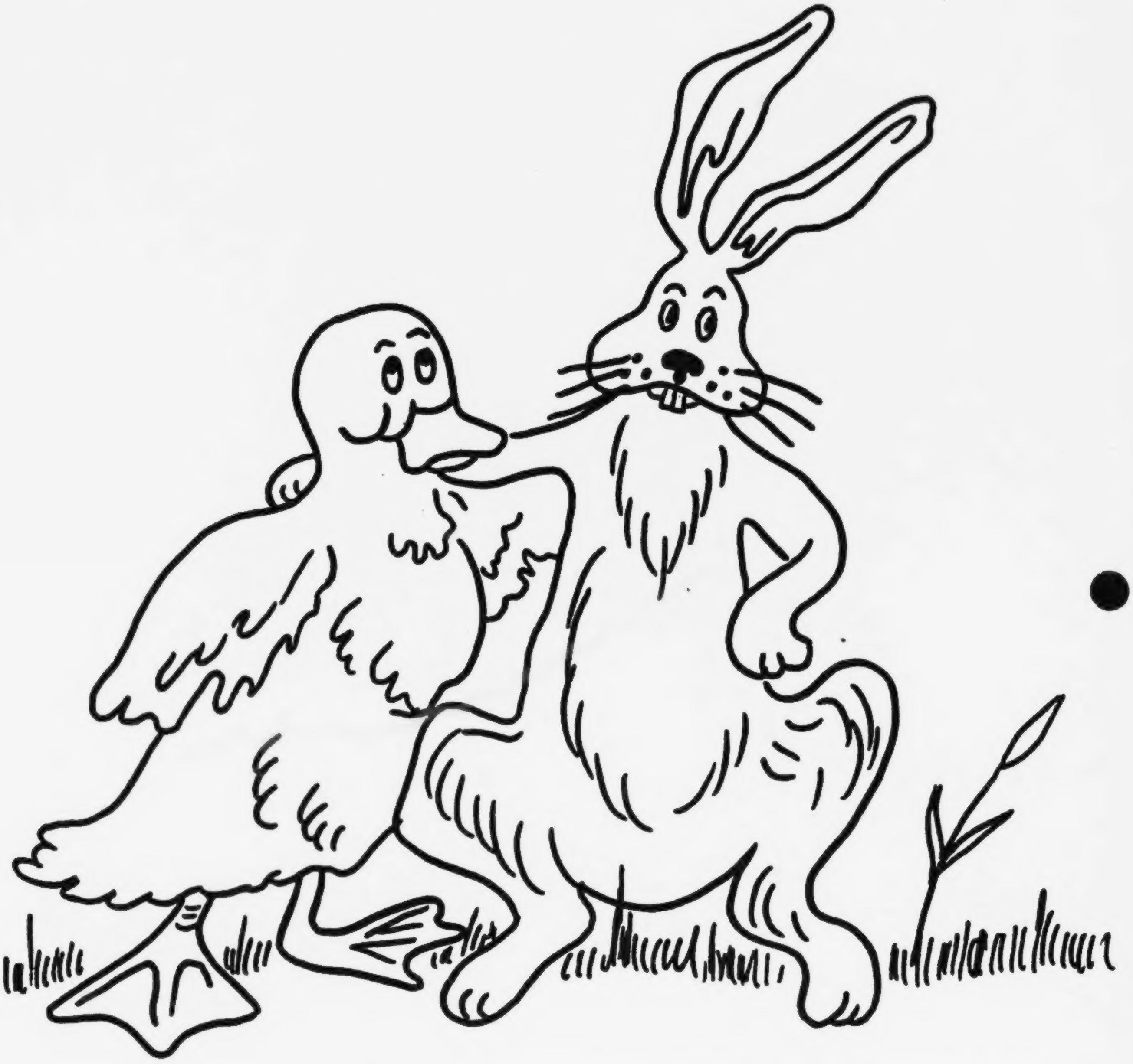
Il dort.



Regardez! L'oeuf s'ouvre! Qu'est-ce que c'est ??? ...



C'est un petit canard.
Coco ouvre les yeux. Il regarde le petit canard.
Coco dit: "Qui es-tu?"
Le canard dit: "Je suis ton ami."
Coco est content.



Coco et le petit canard jouent dans la forêt.

Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

MAI

Les thèmes:

1. Le cirque
2. La fête des mères

M et 1e ANNÉE

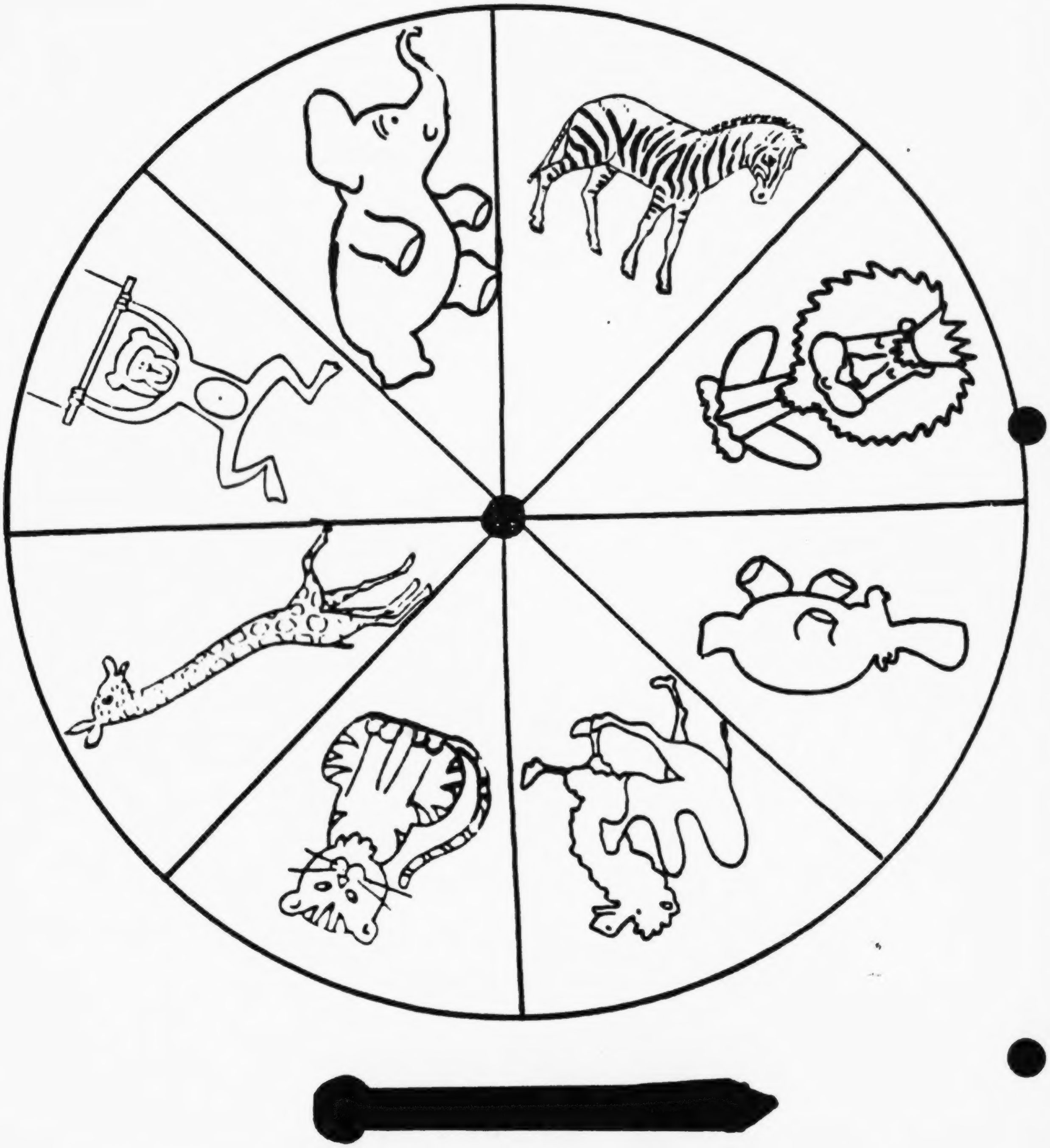
COMPTINE 📼

1. Polichinelle

Polichinelle
Monte à l'échelle
Casse un barreau
Et, plouf dans l'eau.

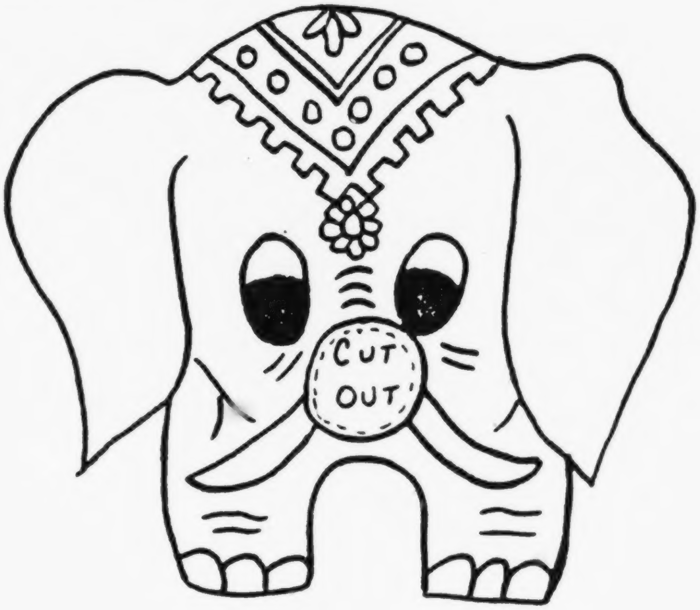
Activity

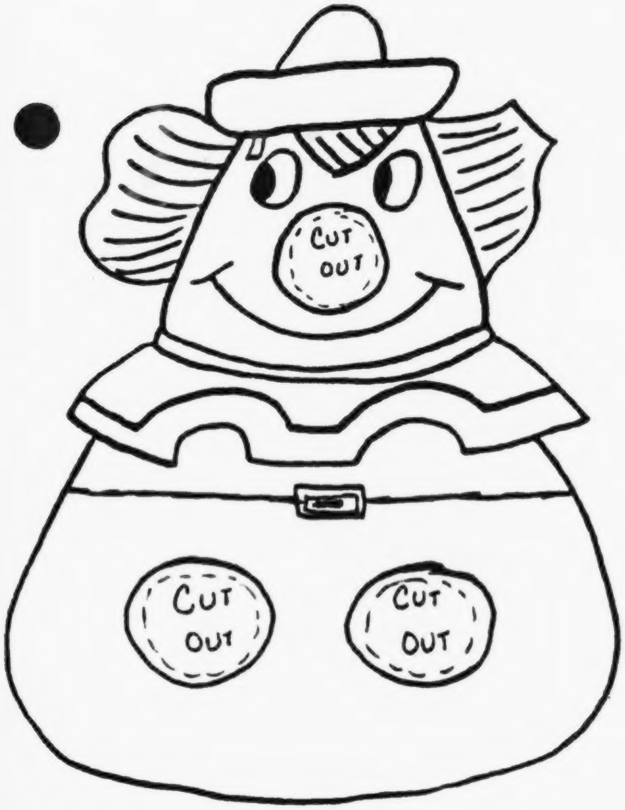
La grande roue du cirque
For complete instructions, see page 286 .

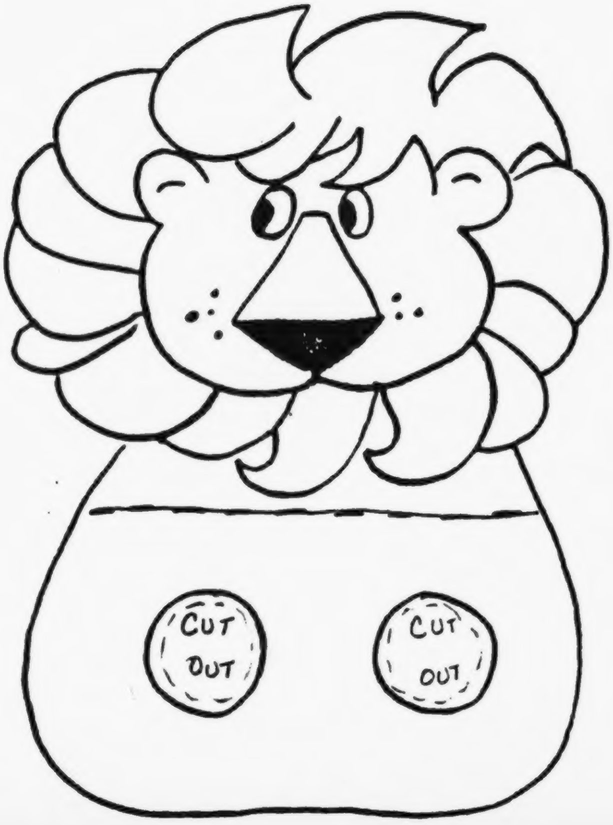


Activity

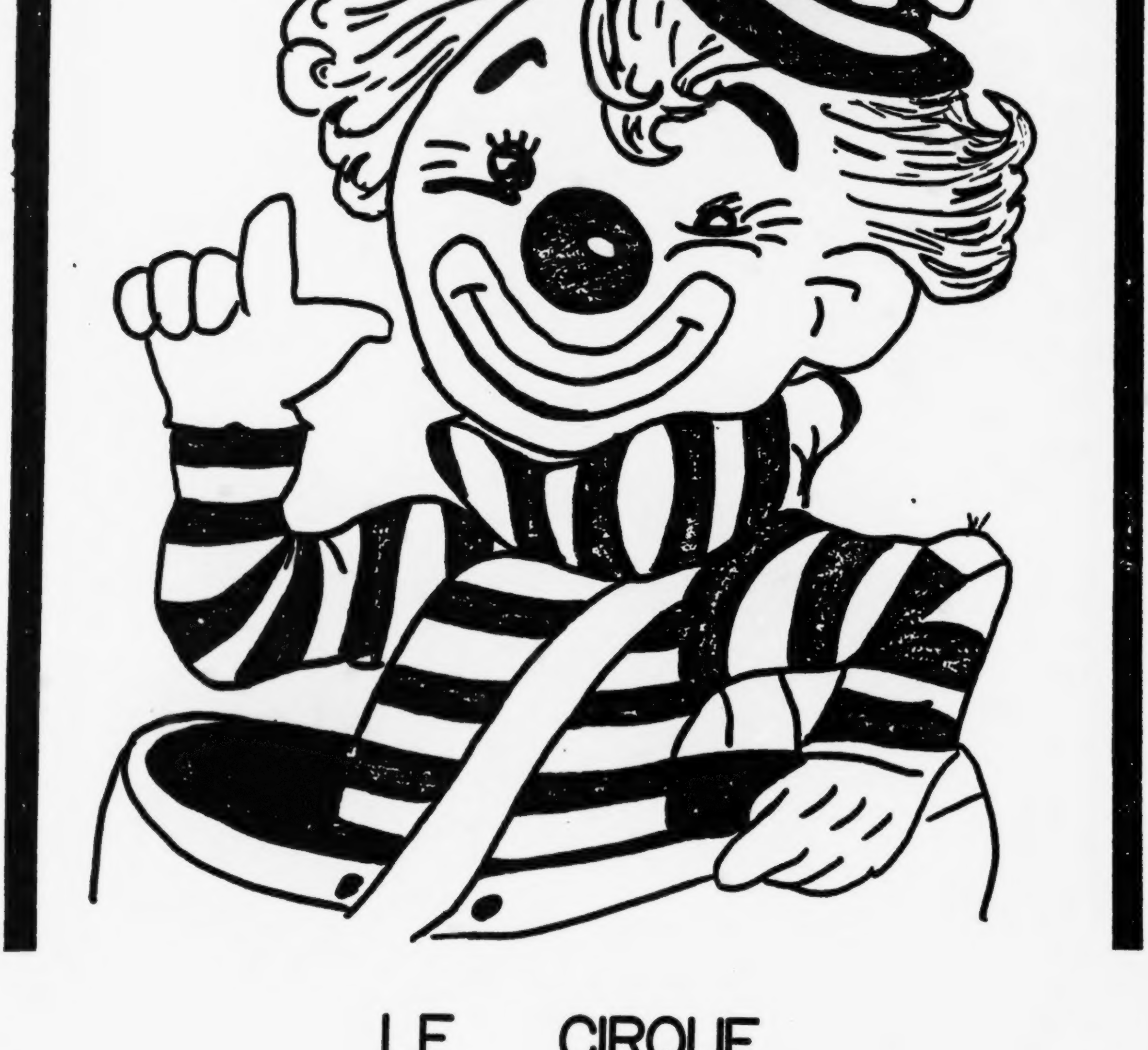
Les marionnettes à doigts
These hand puppets may be used to reinforce vocabulary.




CUT OUT
CUT OUT
CUT OUT

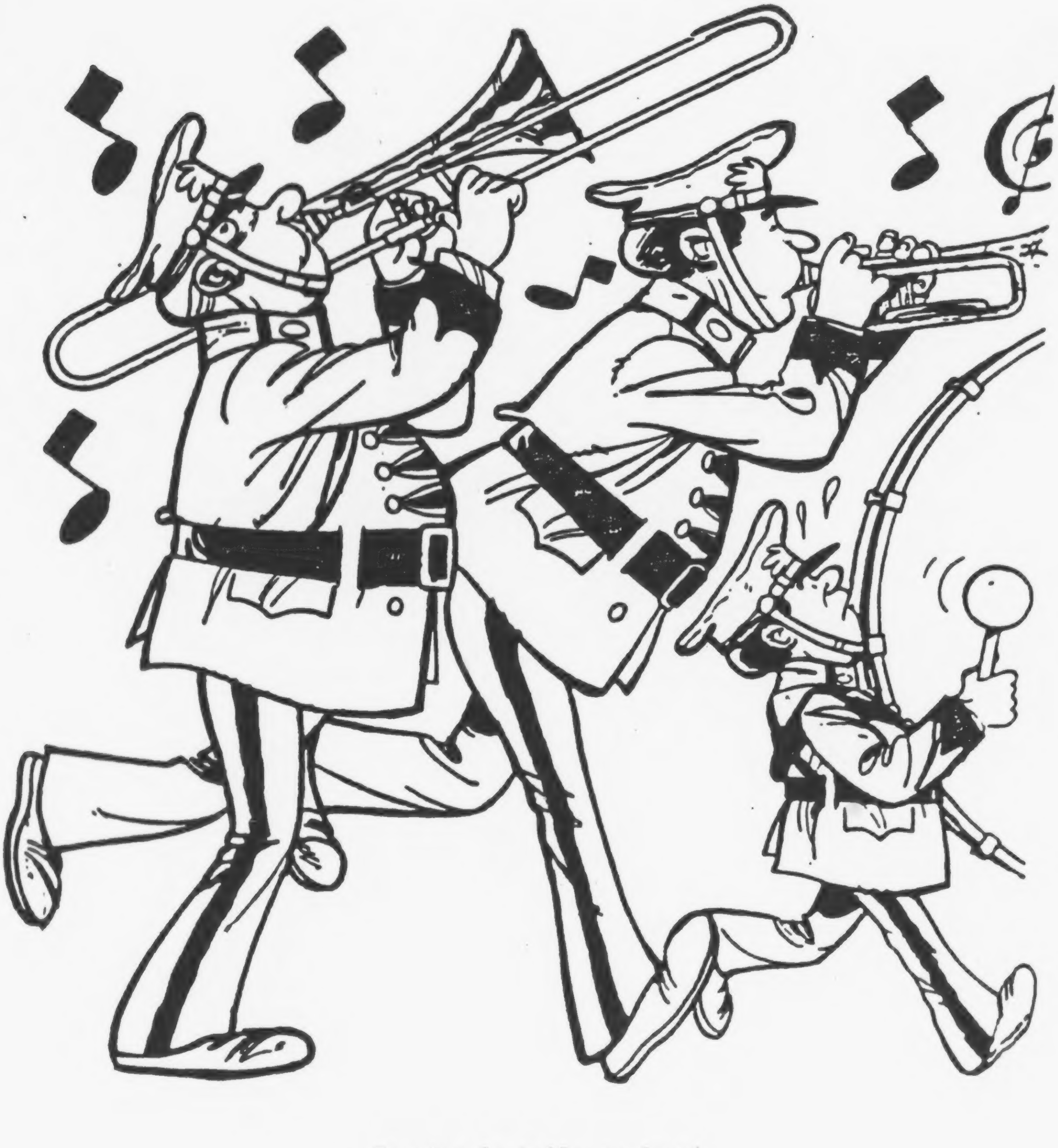

CUT OUT
CUT OUT

[illegible] CONTE

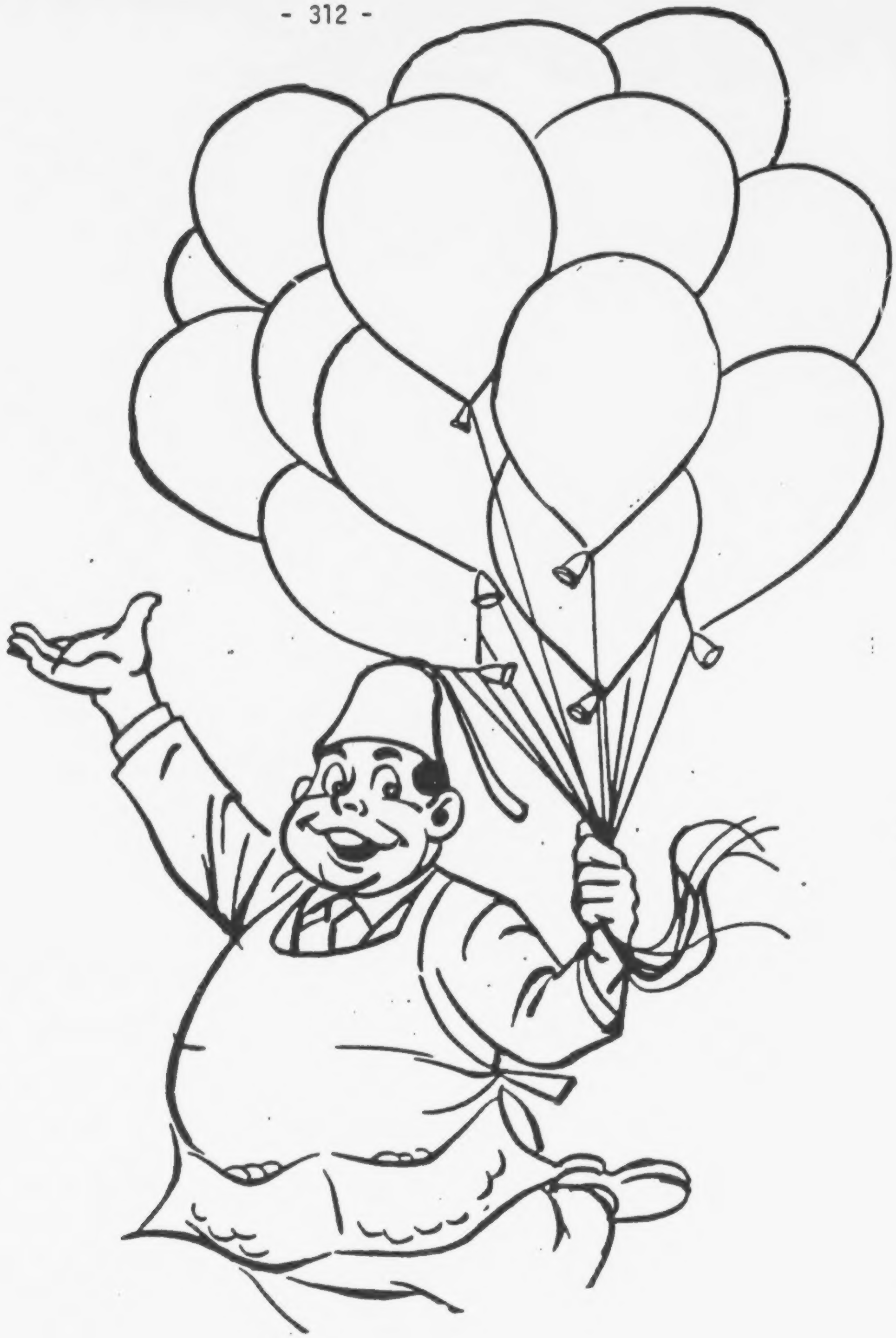


LE CIRQUE

Use as flashcards.

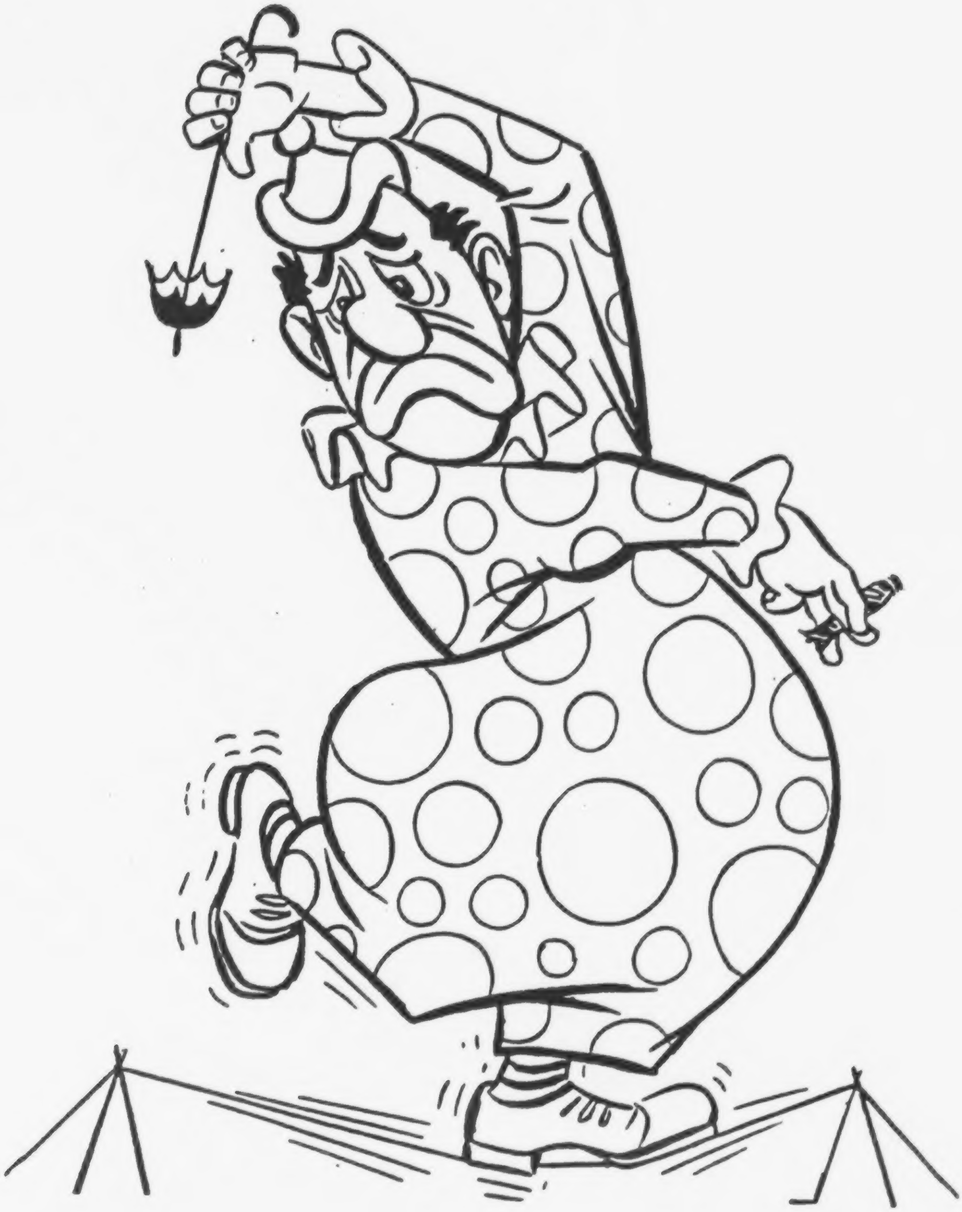


Ecoutez la belle musique!
Le cirque arrive.

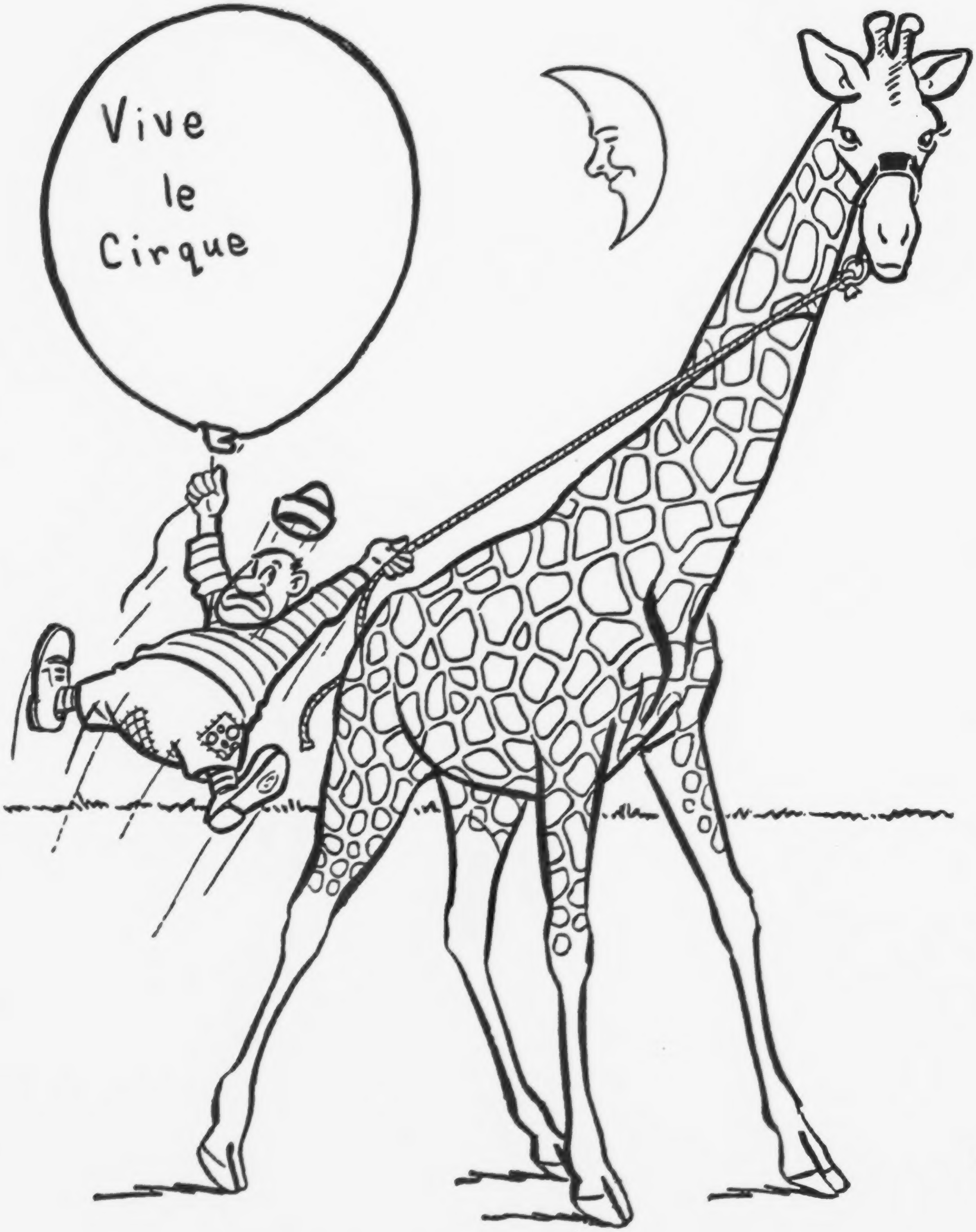


Des ballons ici!

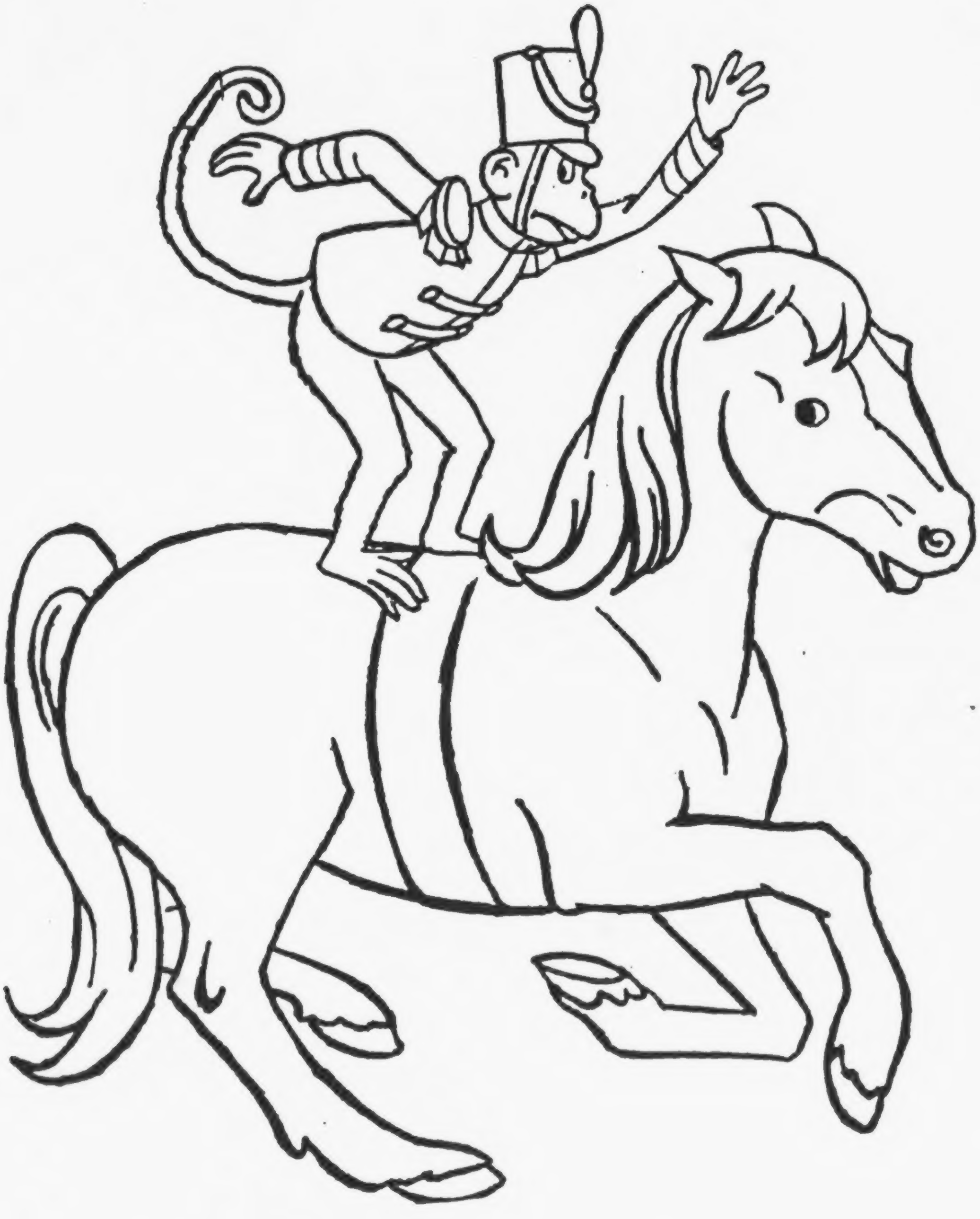
Comptez-les!!



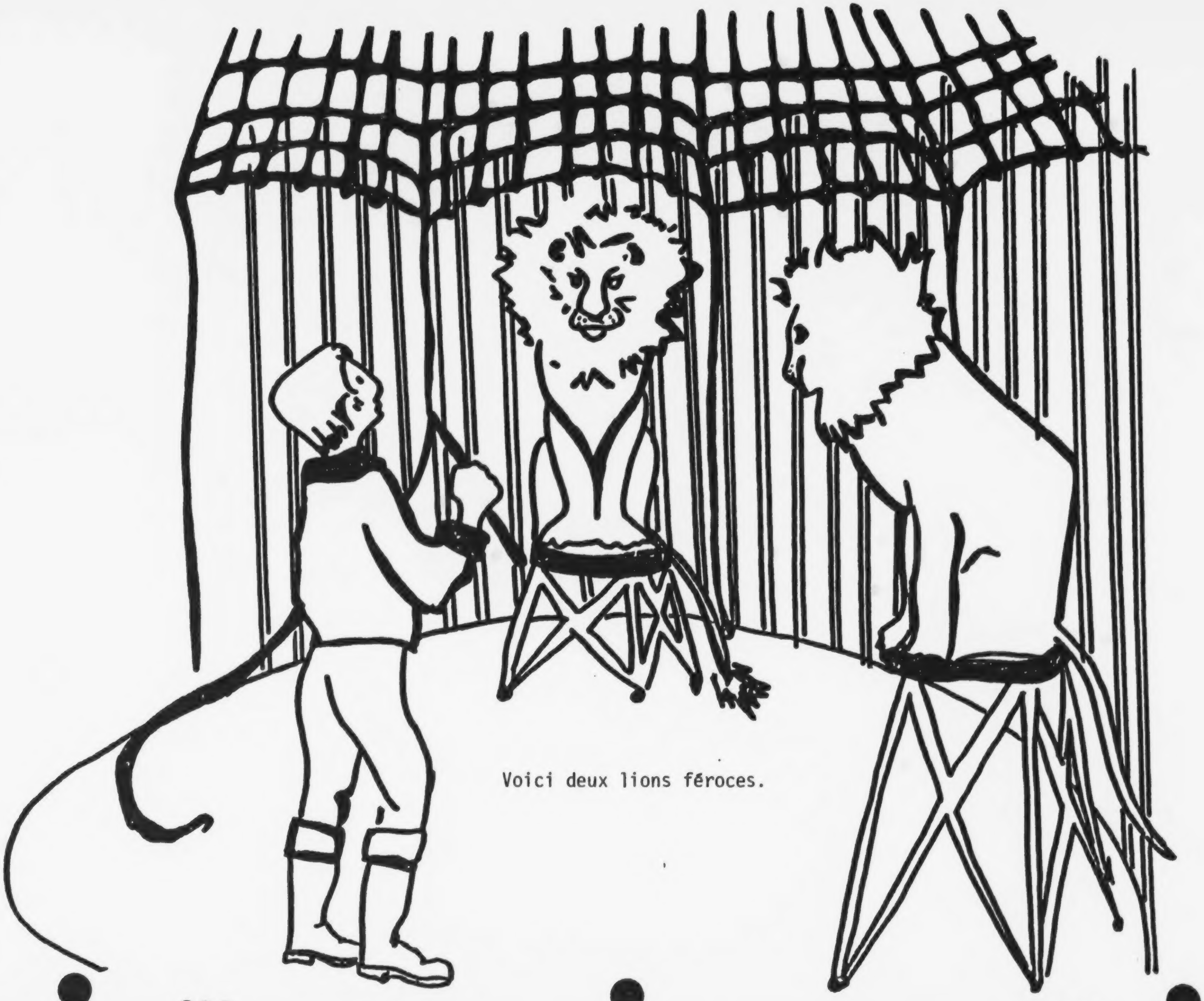
Voici le clown Bozo!
Il a peur.


Vive
le
Cirque

Regardez la girafe.



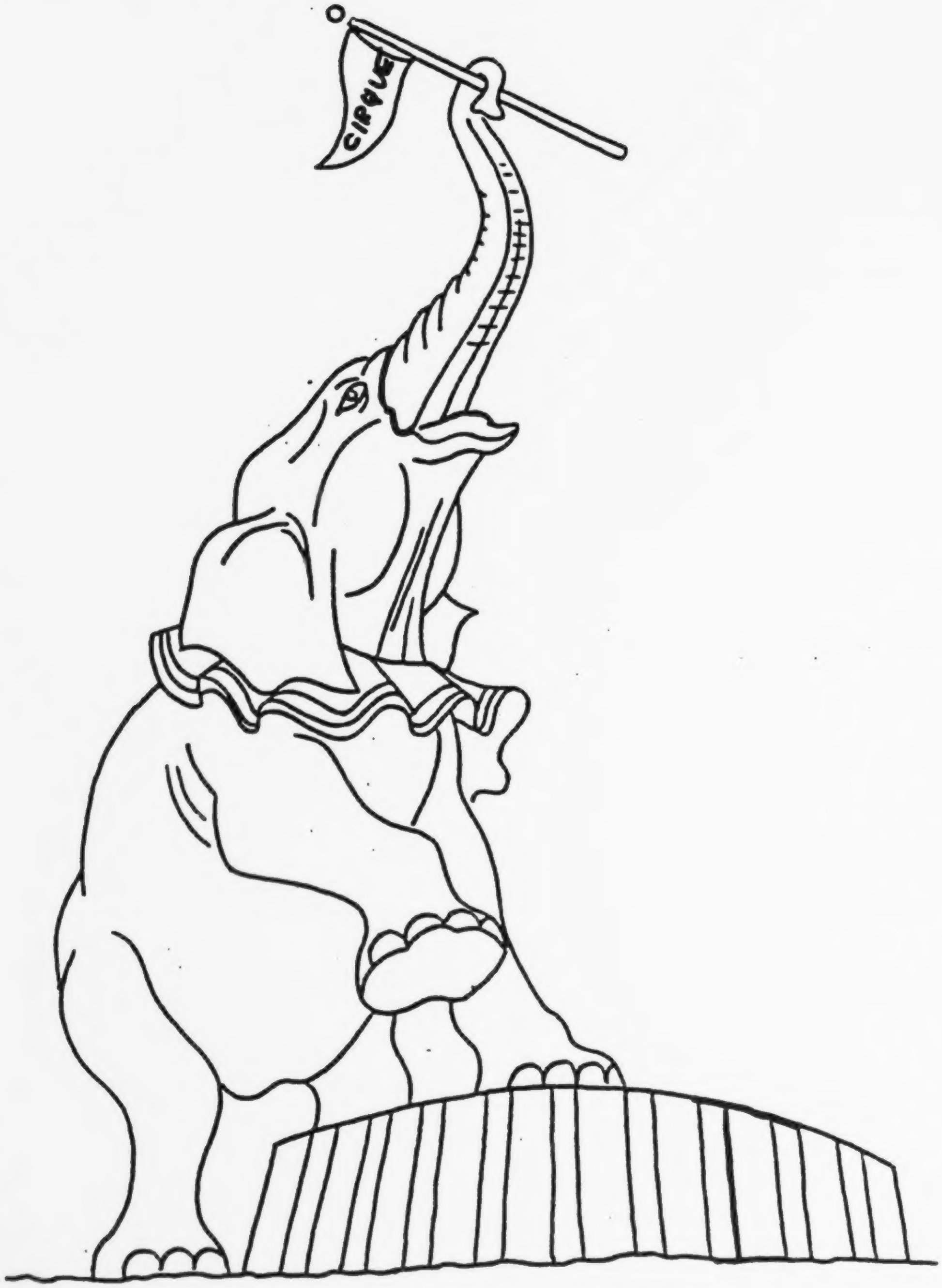
Regardez le singe sur le cheval.



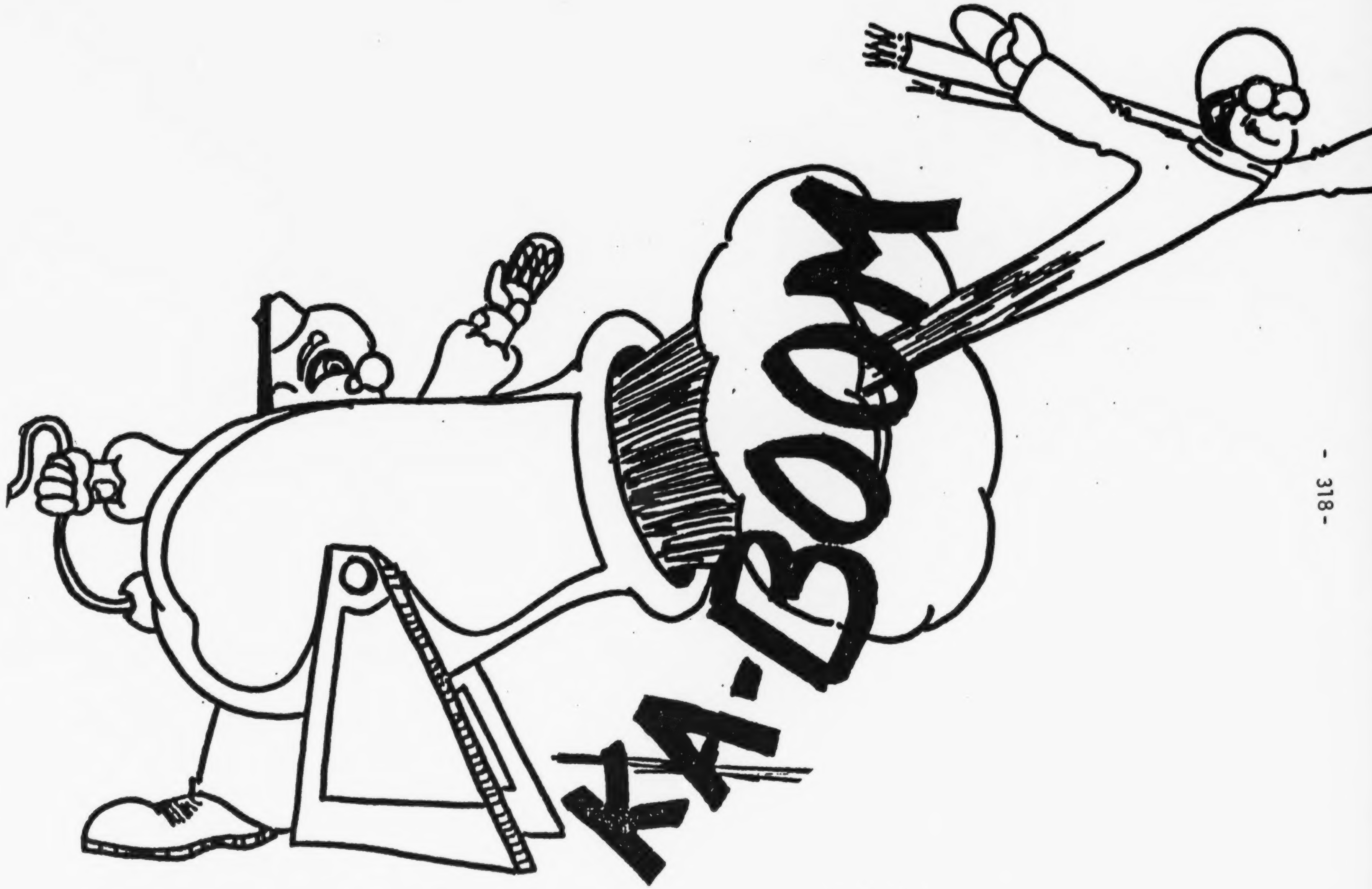
Voici deux lions féroces.

333

334

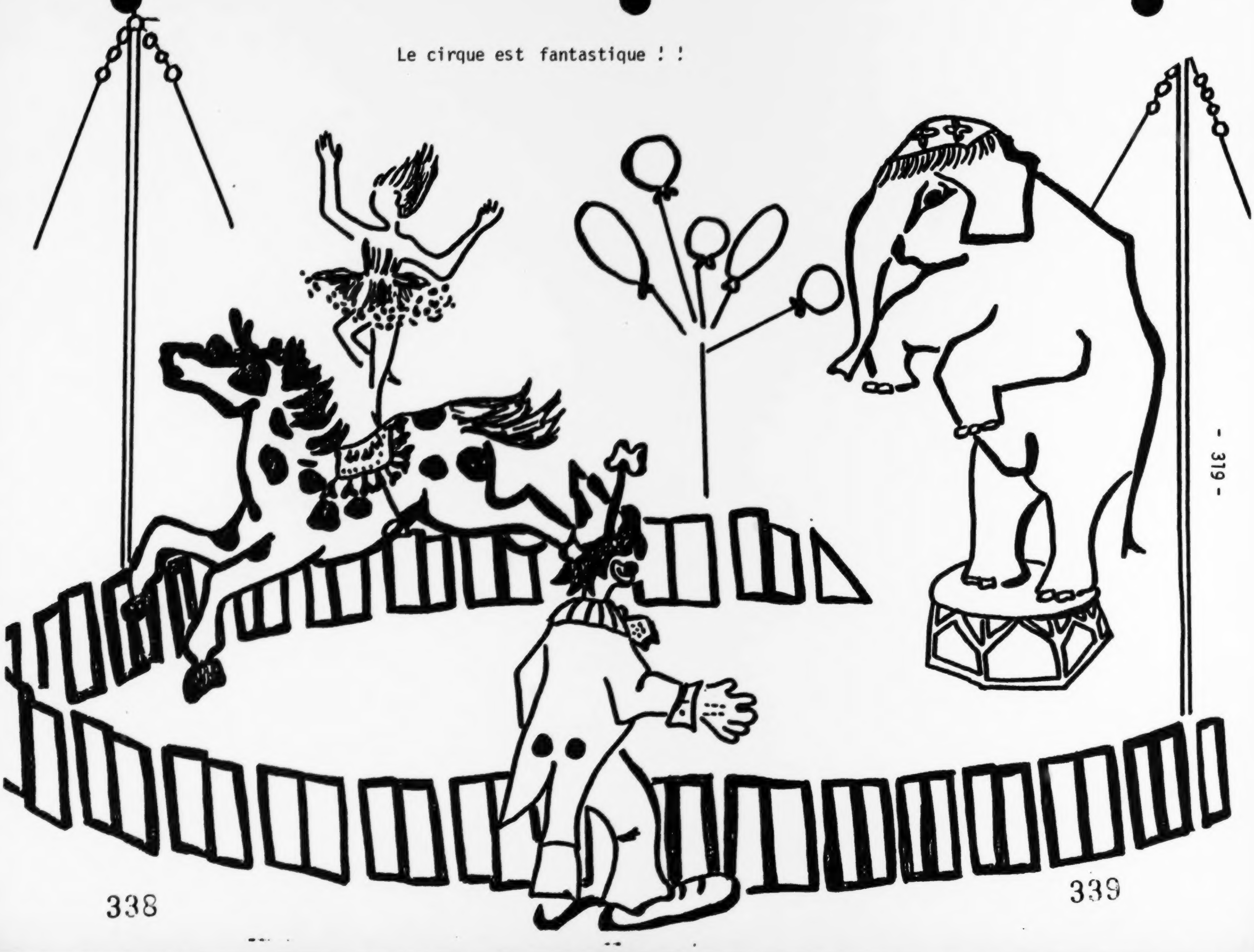


Voici un éléphant content.
Il aime le cirque.



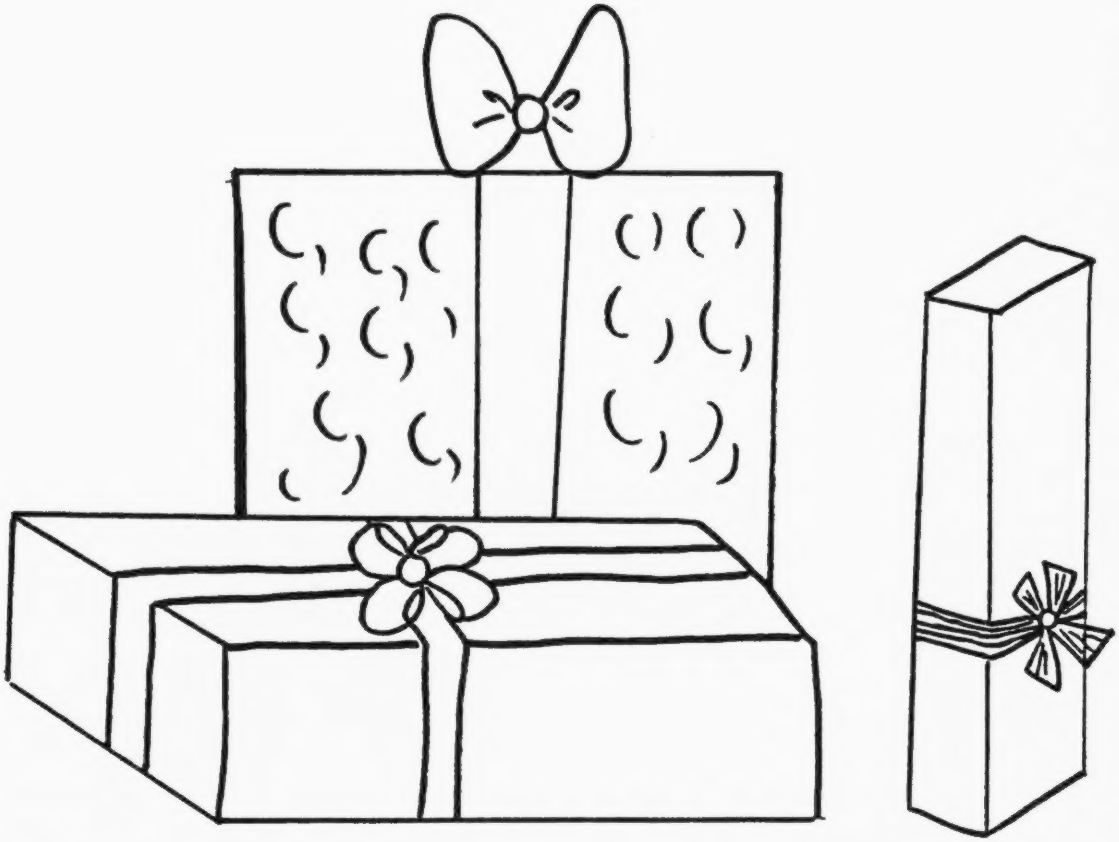
Oh là là !

Le cirque est fantastique ! !

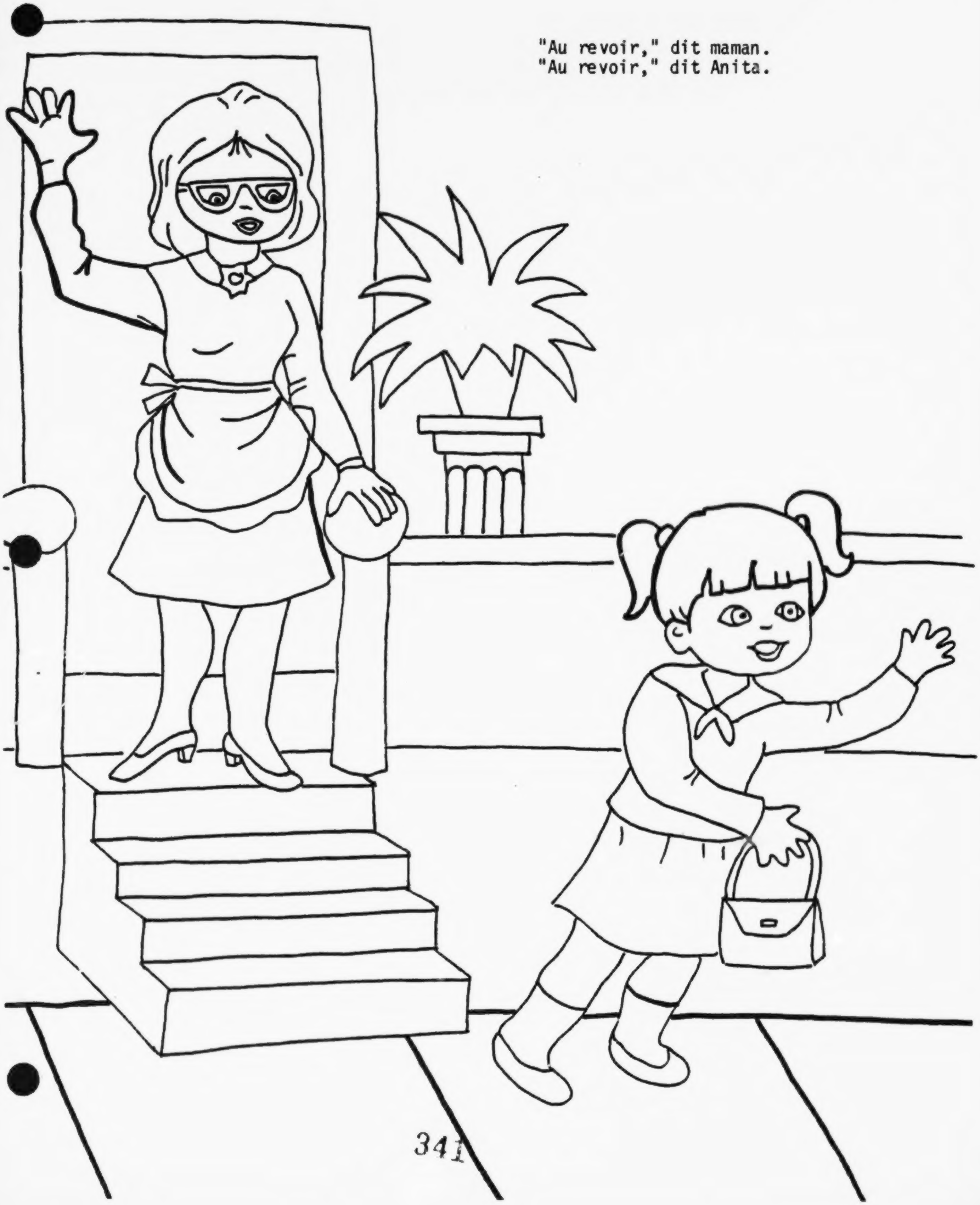


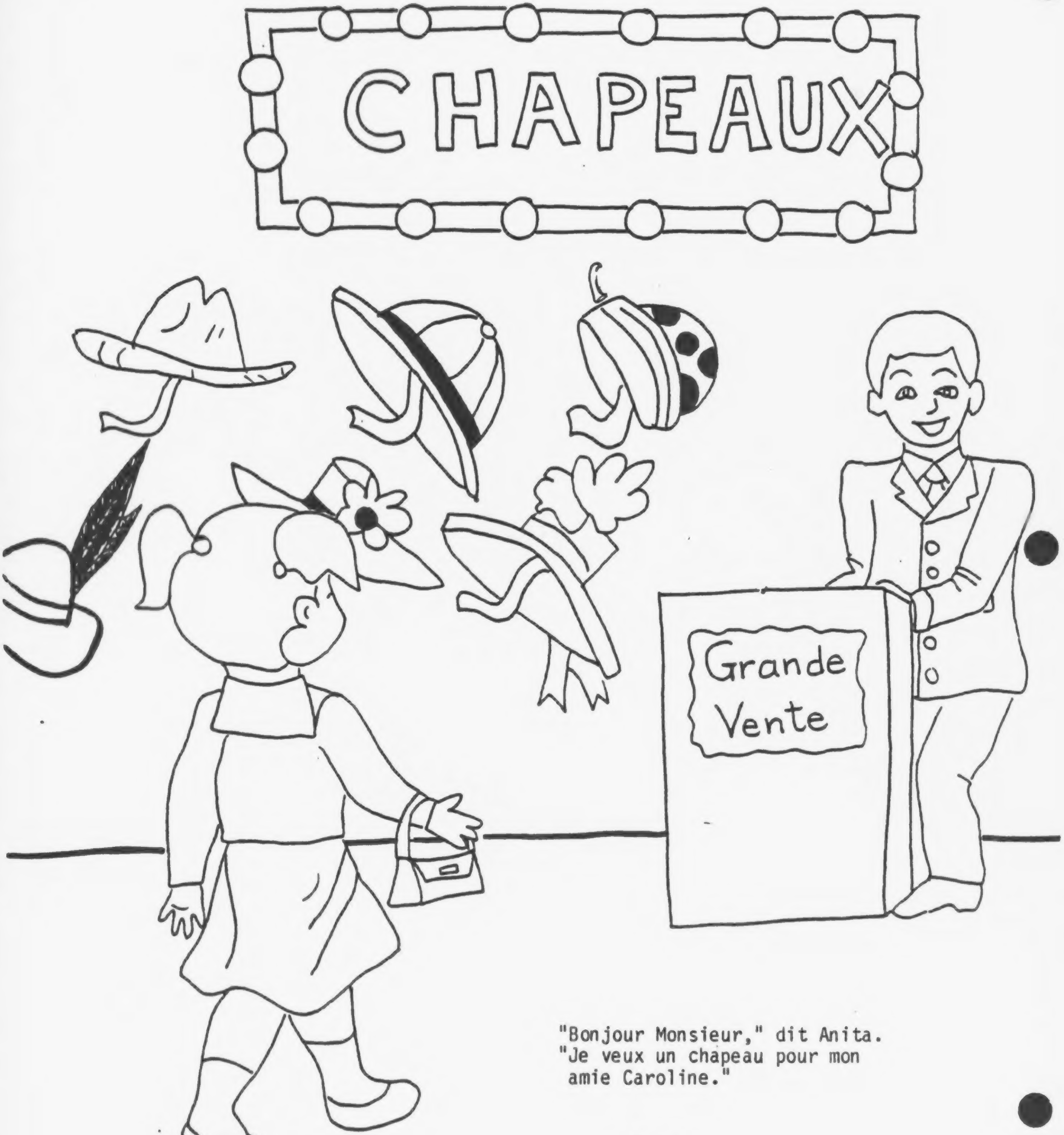
CONTE

Trois Cadeaux pour Caroline

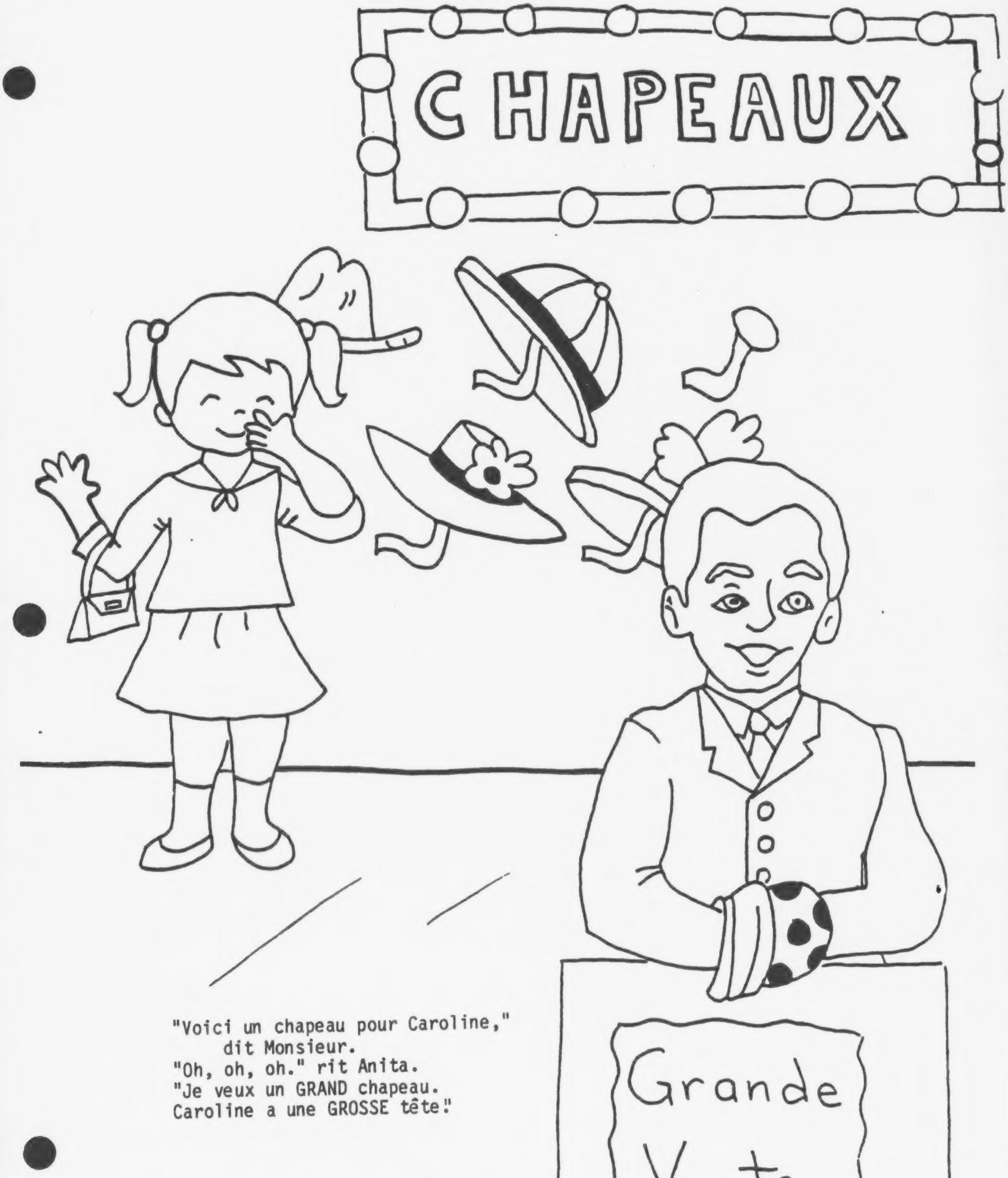


"Au revoir," dit maman.
"Au revoir," dit Anita.



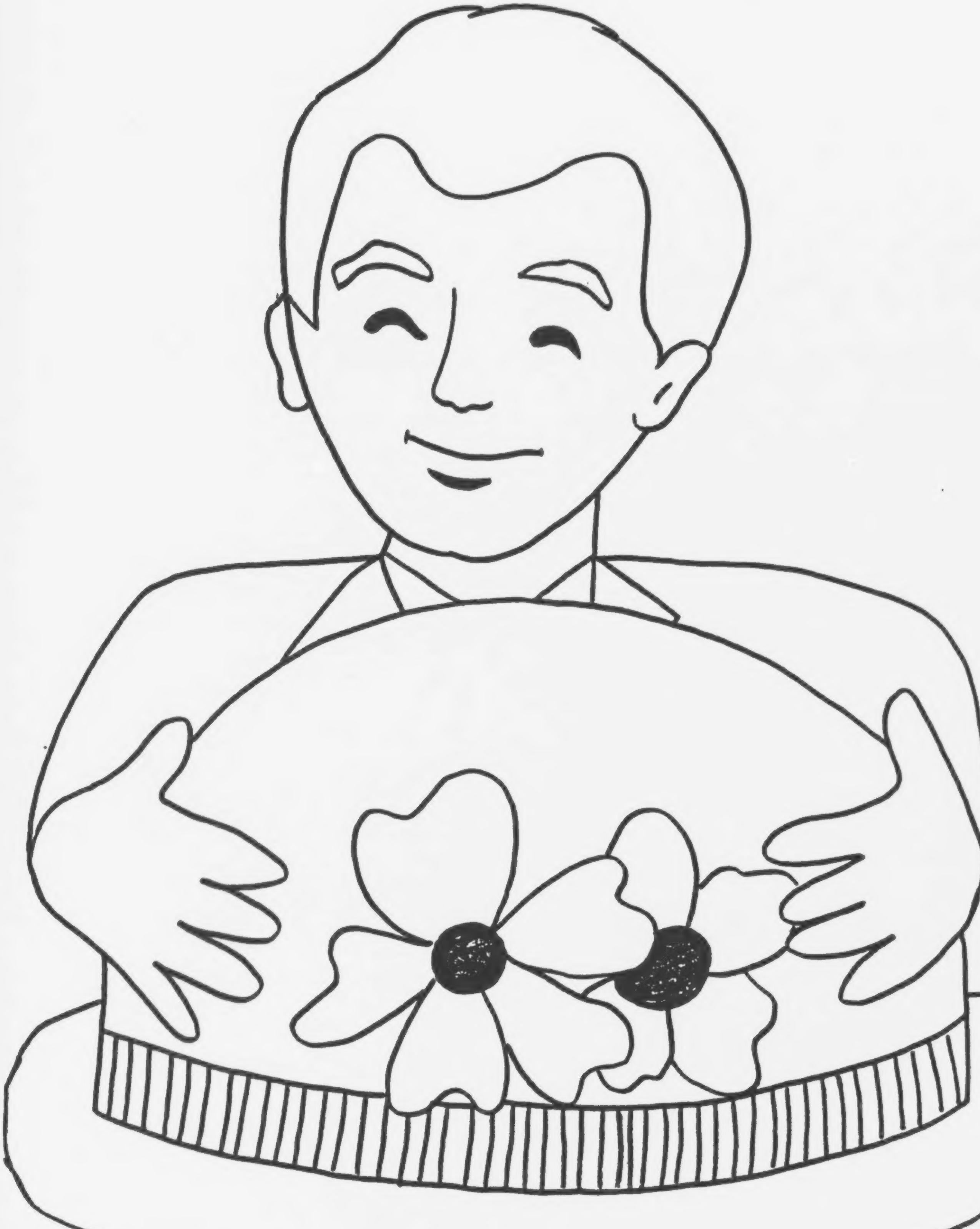

CHAPEAUX
Grande Vente

"Bonjour Monsieur," dit Anita.
"Je veux un chapeau pour mon
amie Caroline."

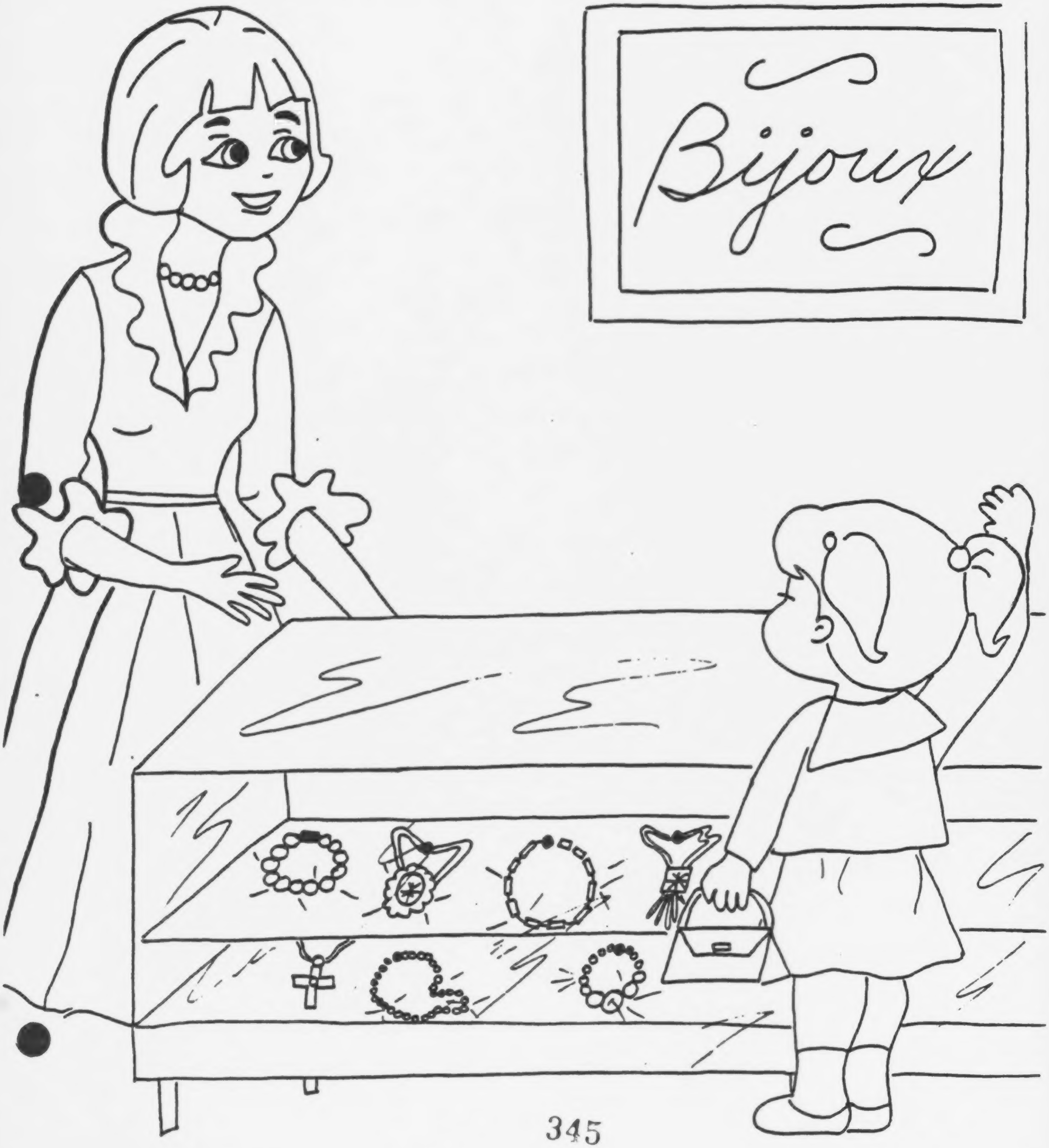

CHAPEAUX
Grande Vente

"Voici un chapeau pour Caroline,"
dit Monsieur.
"Oh, oh, oh." rit Anita.
"Je veux un GRAND chapeau.
Caroline a une GROSSE tête!"

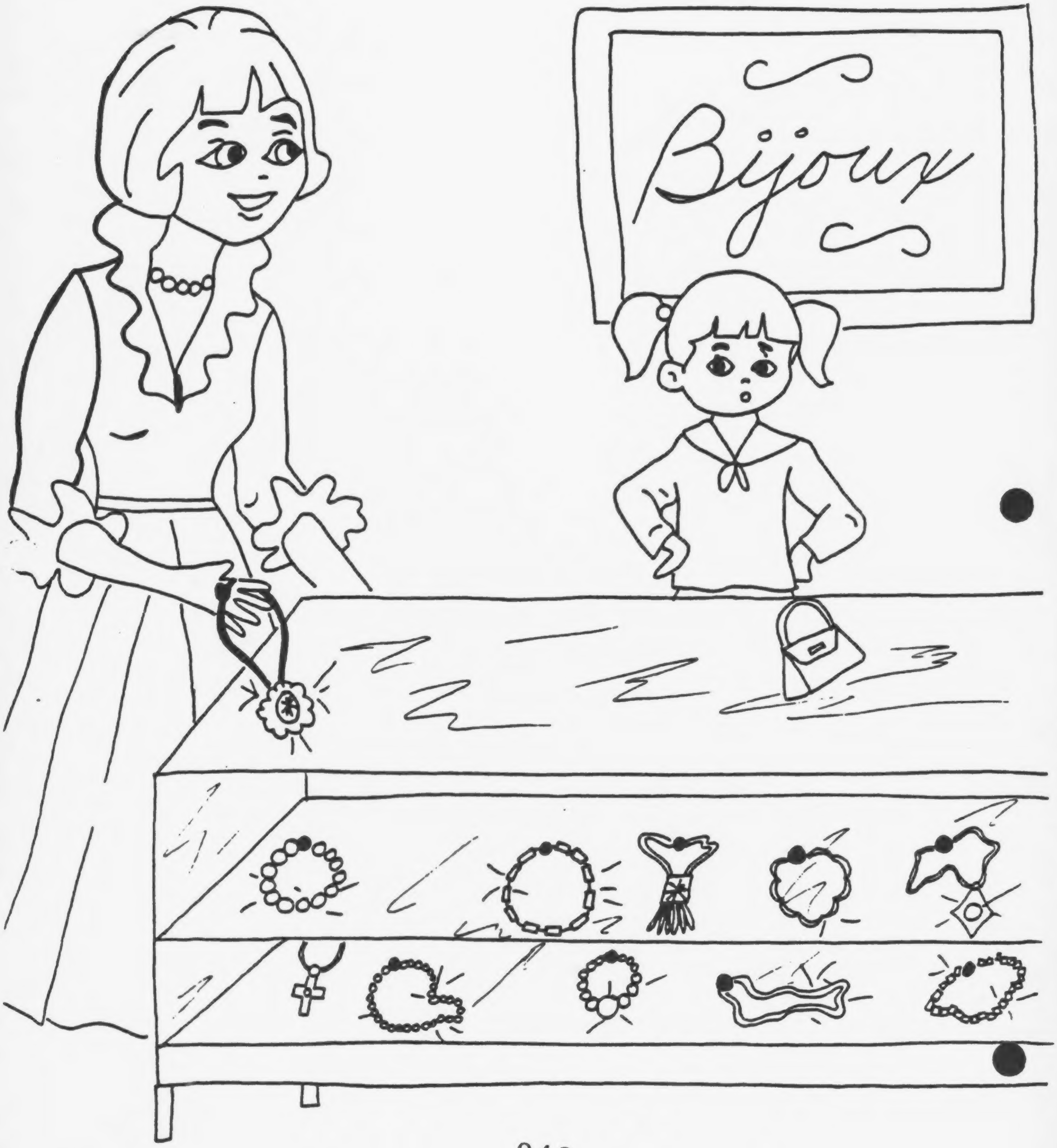
"Voici un grand chapeau." dit Monsieur.
"Oui, oui," dit Anita. C'est un chapeau pour Caroline."

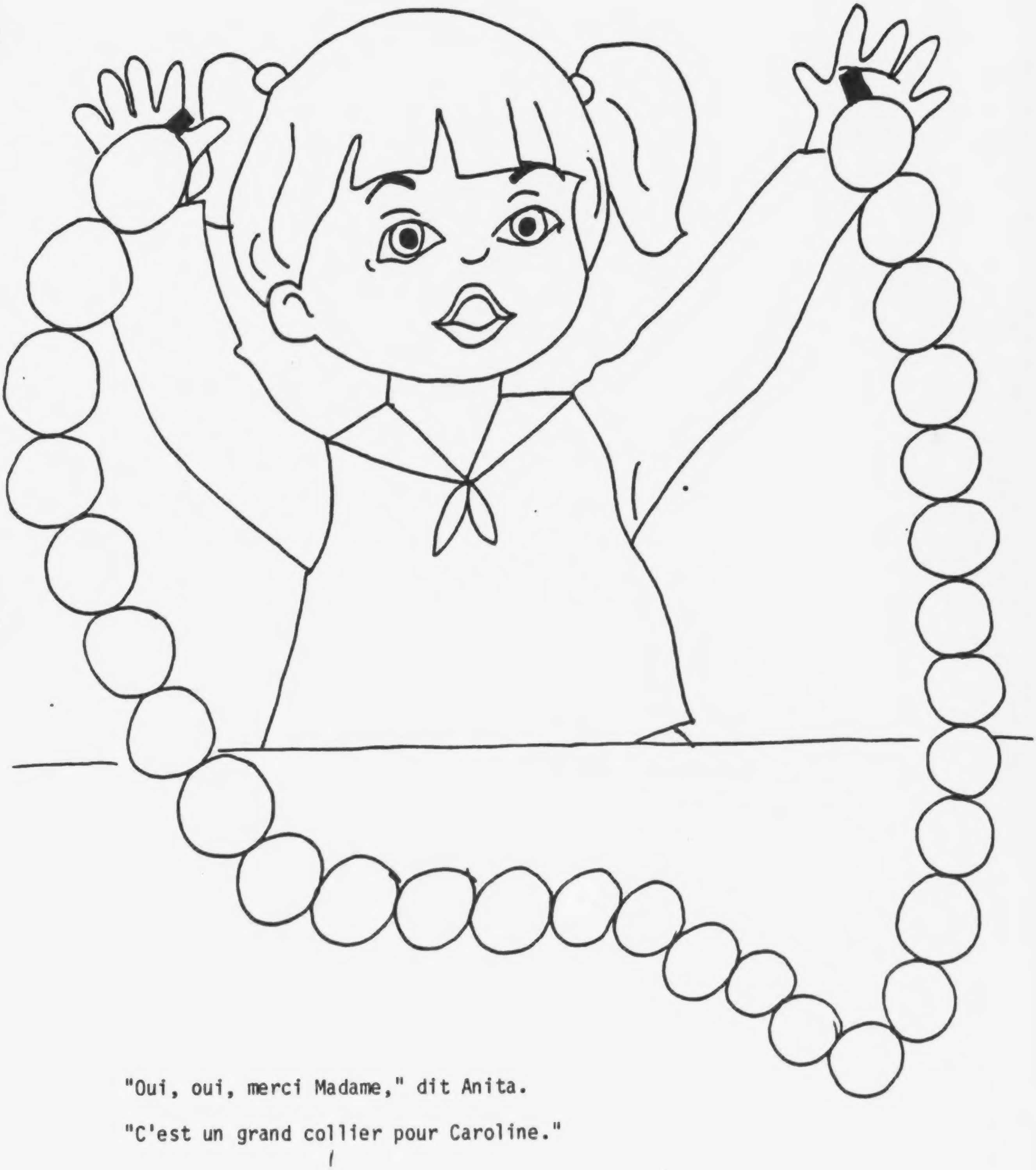


"Bonjour Madame," dit Anita.
"Je veux un collier pour mon amie Caroline."



"Voici un collier pour Caroline," dit Madame.
"Oh non, dit Anita. "Caroline a un GROS cou."

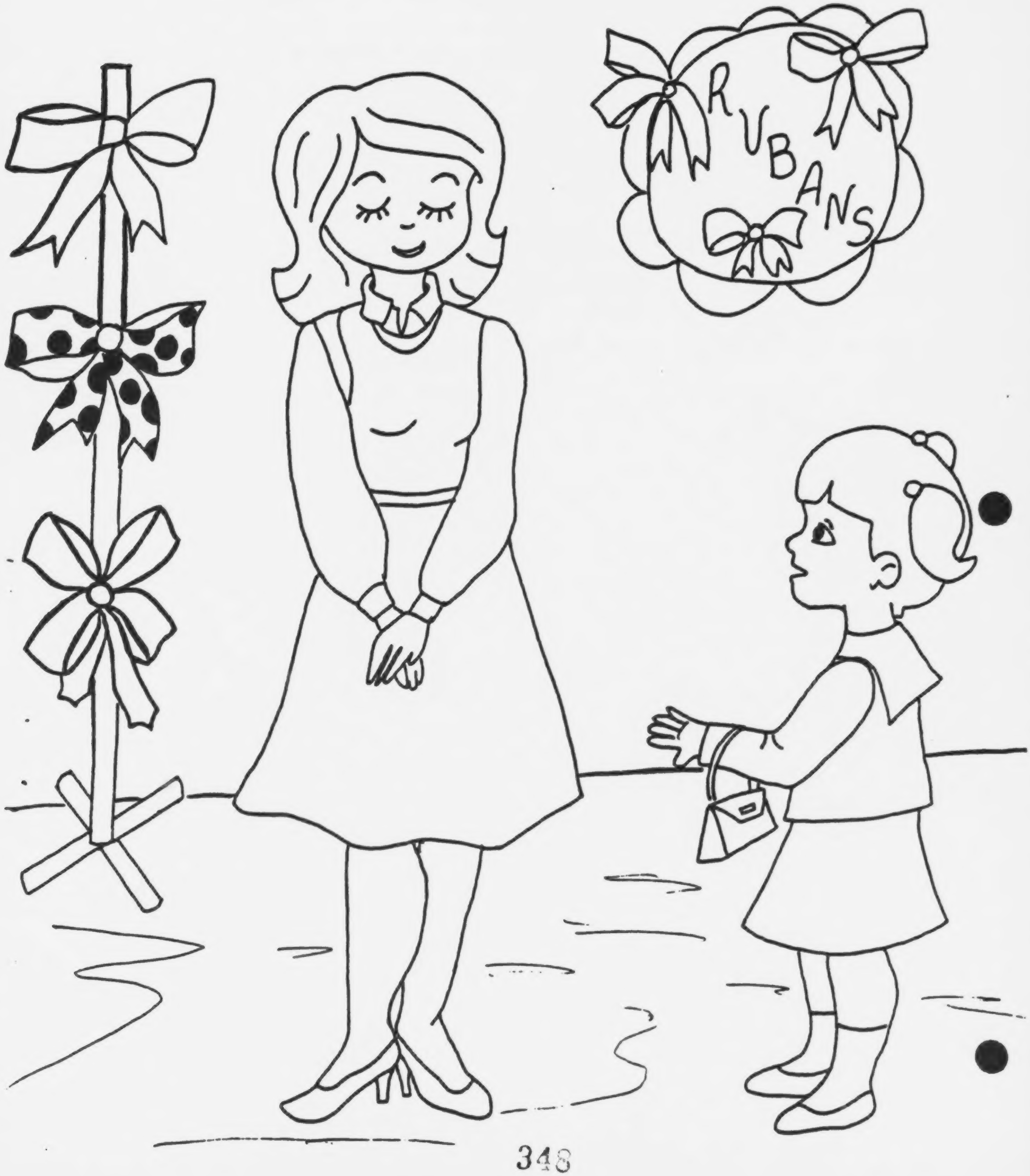




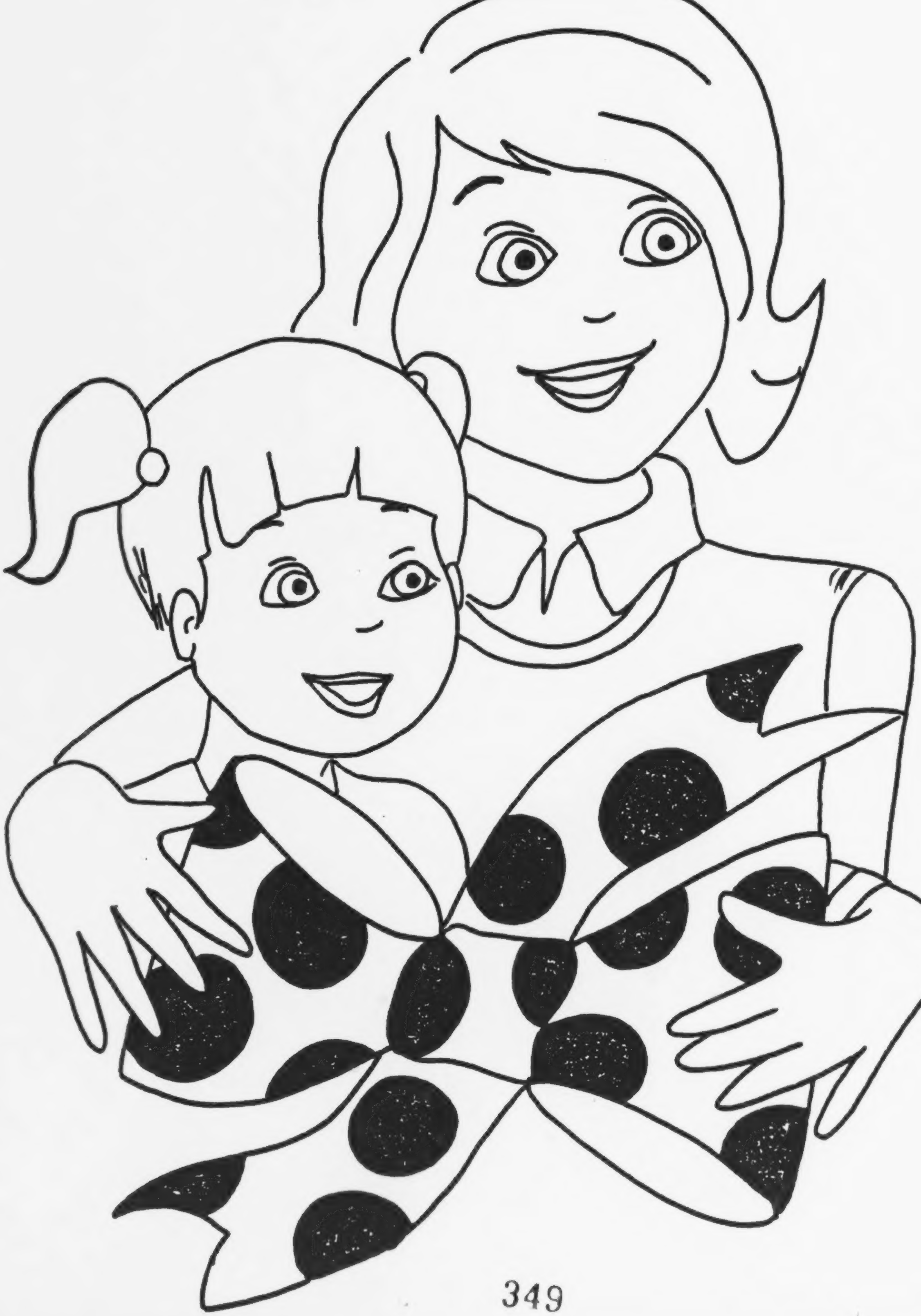
"Oui, oui, merci Madame," dit Anita.

"C'est un grand collier pour Caroline."

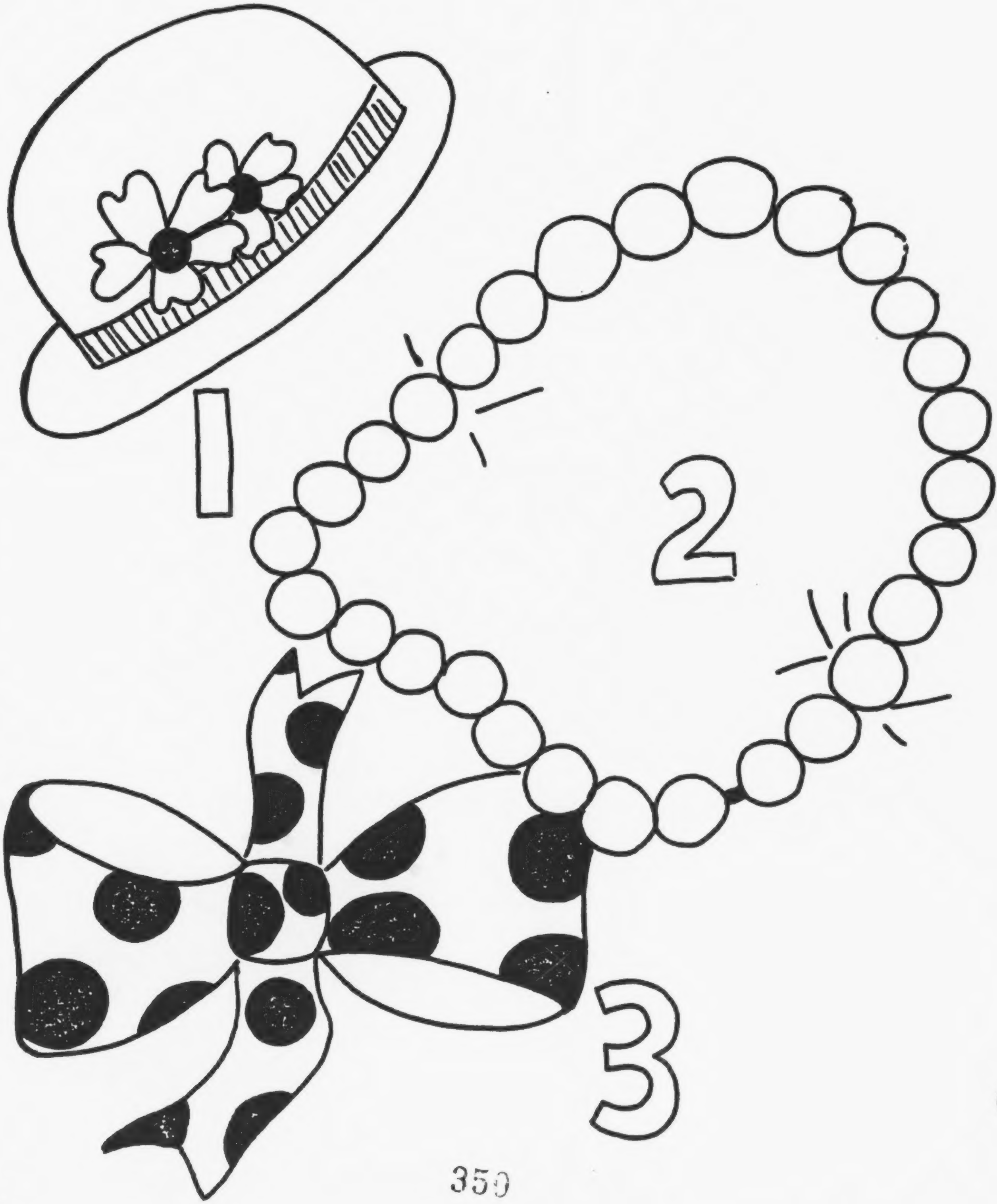
"Bonjour Anita," dit Mademoiselle.
"Bonjour," dit Anita. Je veux un ruban pour mon amie Caroline, s'il vous plaît."



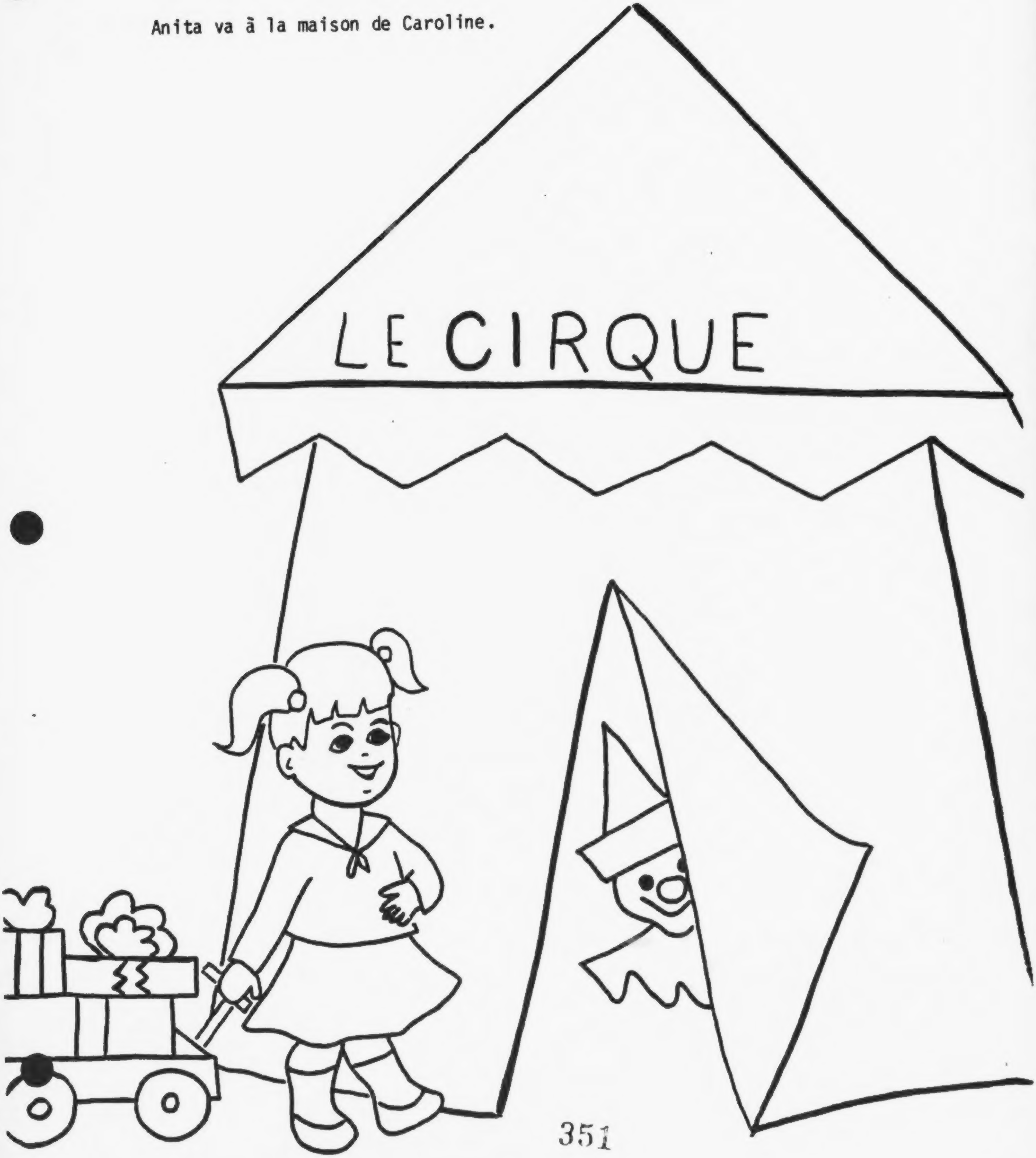
"Oui, oui," dit Mademoiselle.
"Voici un GROS ruban pour Caroline."
Anita dit: "Merci, merci."



Anita a trois cadeaux pour son amie Caroline: un chapeau, un collier, un ruban. Un, deux, trois.

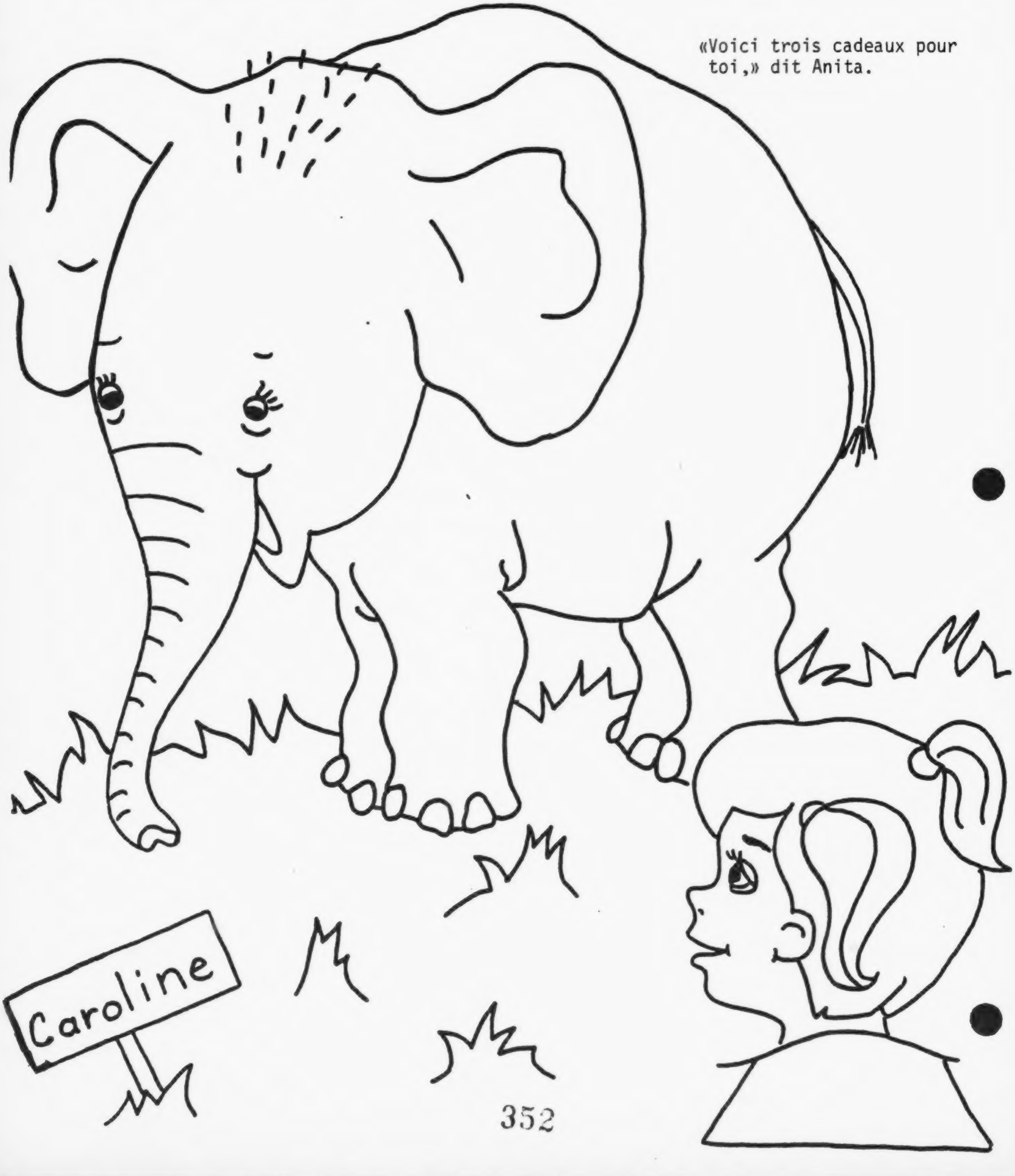


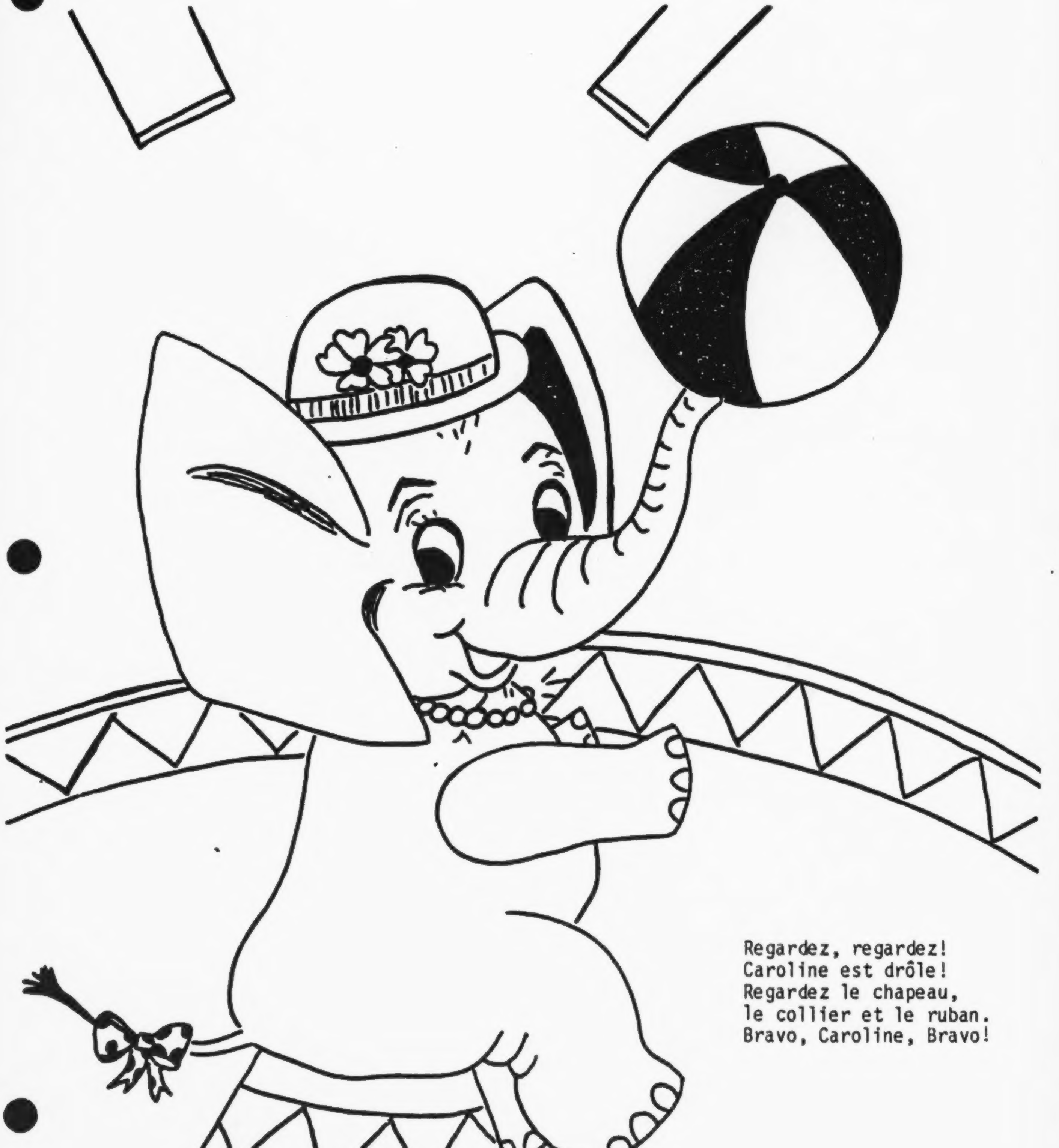
Anita va à la maison de Caroline.



Voici Caroline! Elle a une GROSSE tête et un GROS cou.
"Bonjour, bonjour," dit Anita.
Caroline est contente. Elle bouge ses oreilles.

«Voici trois cadeaux pour toi,» dit Anita.





Regardez, regardez!
Caroline est drôle!
Regardez le chapeau,
le collier et le ruban.
Bravo, Caroline, Bravo!

fête des mères

M et 1e ANNÉE

COMPTINE

1. A Maman

Voici pour toi, maman
Quelques fleurs des champs,
Elles te disent vraiment,
Tout l'amour en moi,
Merci, merci, Maman!

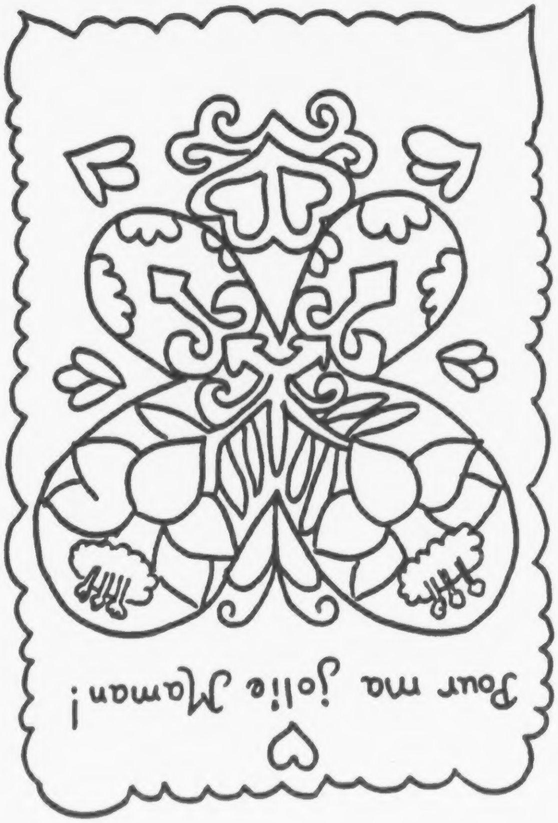
2. Chère Maman!

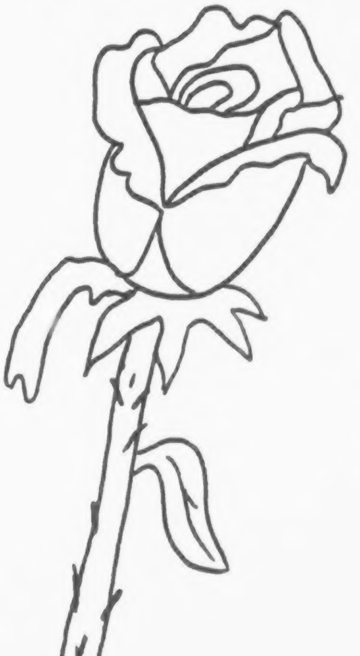
Chère Maman,
C'est moi, qui t'aime
avec tout mon coeur -
Tu es la maman la plus jolie.

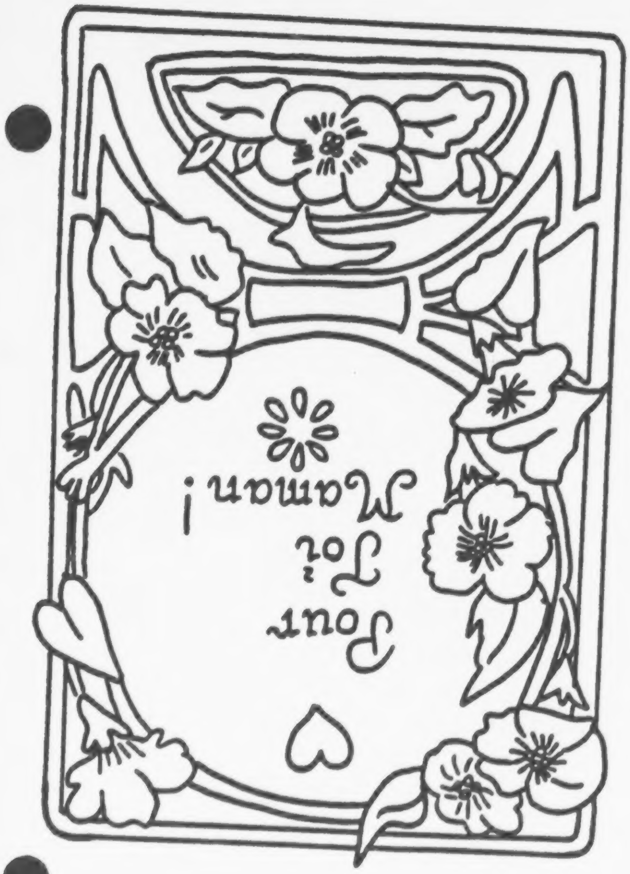
JOYEUSE FÊTE DES MÈRES !

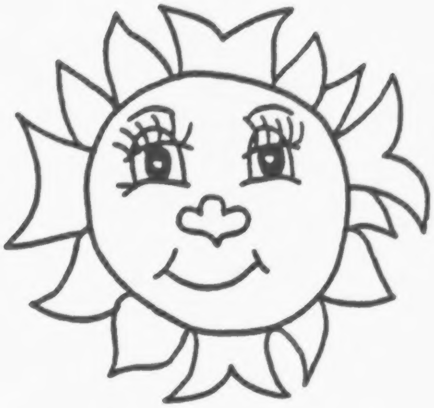
A Maman

Il y a des milliers d'étoiles
dans le ciel,
Il y a des milliers de fleurs
dans le jardin,
Il y a des milliers de poissons
dans la mer,
Mais seulement une MAMAN.


Pour ma jolie Maman!


Bonne Fête Maman!


Pour
Toi
Maman !



Bonne fête
Belle maman.
Bonne fête
De ton enfant.

JUIN

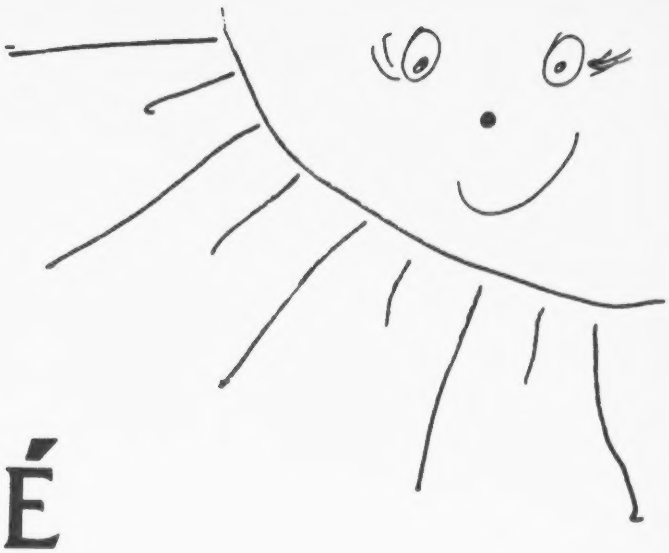
Note to teacher:

You are NOT required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. L'été
2. La fête des pères

* This month provides an excellent opportunity to repeat favorite songs and activities.



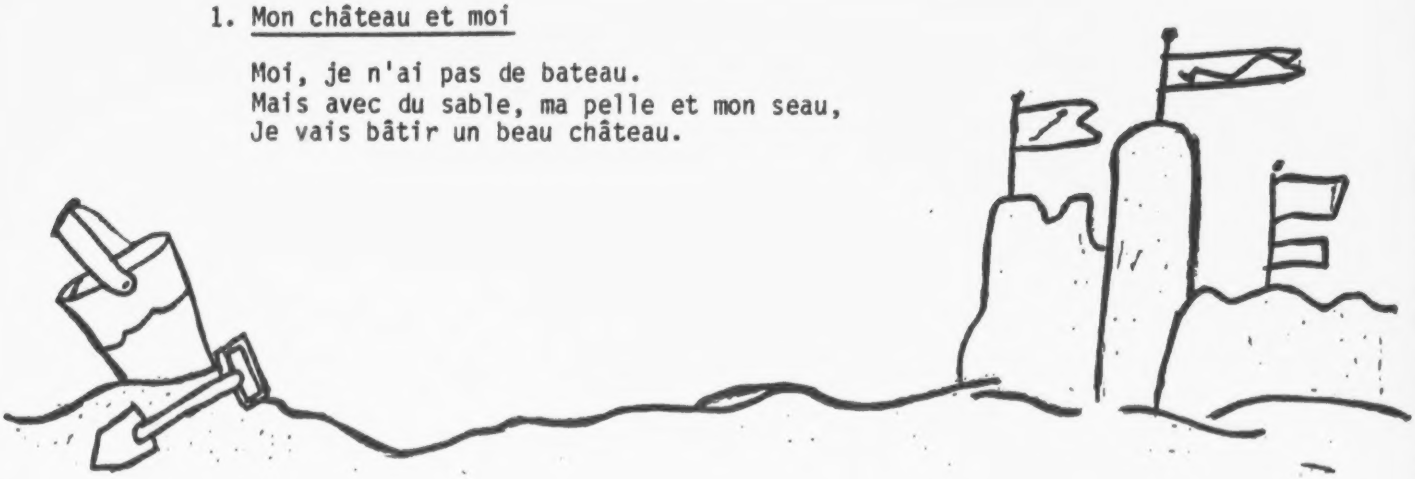
L'ÉTÉ

M et 1e ANNÉE

COMPTINES

1. Mon château et moi

Moi, je n'ai pas de bateau.
Mais avec du sable, ma pelle et mon seau,
Je vais bâtir un beau château.



2. Cinq petits singes

Cinq petits singes
Dans un bateau,
Sautent et sautent,
Et "plouf" dans l'eau.

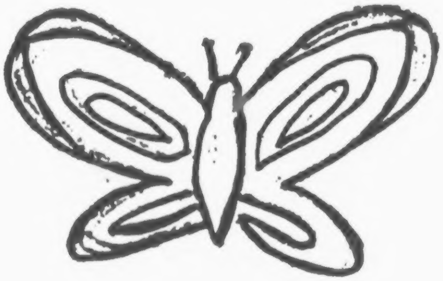
Quatre petits singes
Dans un bateau,
Sautent, sautent,
Et "plouf" dans l'eau.

Trois .... etc ...

* You may wish to have your students standing in a circle and each time you say "plouf", one sits down.

3. Papillon

Papillon, couleur d'été,
Tu t'envoles,
Tu t'envoles,
Papillon, couleur d'été,
Tu t'envoles
Dans les près.



CHANSONS

1. C'est l'été

(Tune: Frère Jacques)

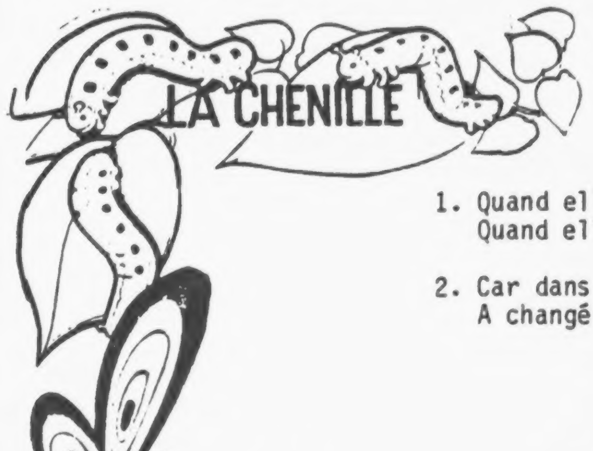
C'est l'été, c'est l'été!
Il fait chaud, il fait chaud,
Et le soleil brille, et le soleil brille,
Dans le ciel, dans le ciel.

2. Poisson tout rond

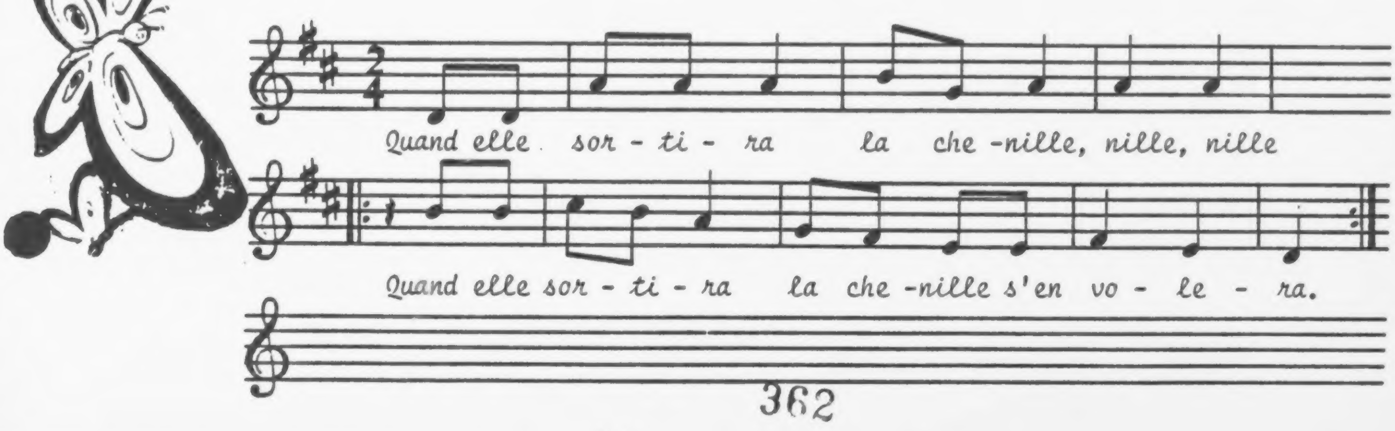
(Tune: This old man)

J'ai pêché un poisson;
Un petit poisson tout rond.
Je l'ai ramené bien vite à la maison,
Pour le remettre dans mon poêlon.

3.


LA CHENILLE

1. Quand elle sortira la chenille, nille, nille,
   Quand elle sortira la chenille s'envolera. (bis)
2. Car dans son cocon la chenille, nille, nille,
   A changé de nom, elle est devenue papillon.


Quand elle sor - ti - ra la che -nille, nille, nille
Quand elle sor - ti - ra la che -nille s'en vo - le - ra.

ACTIVITÉ

Ballade de la salade

This activity reinforces comprehension of the numbers.

Materials needed: a bag of number cards.

Salade, salade
Je suis malade
D'avoir mangé
Trop de salades

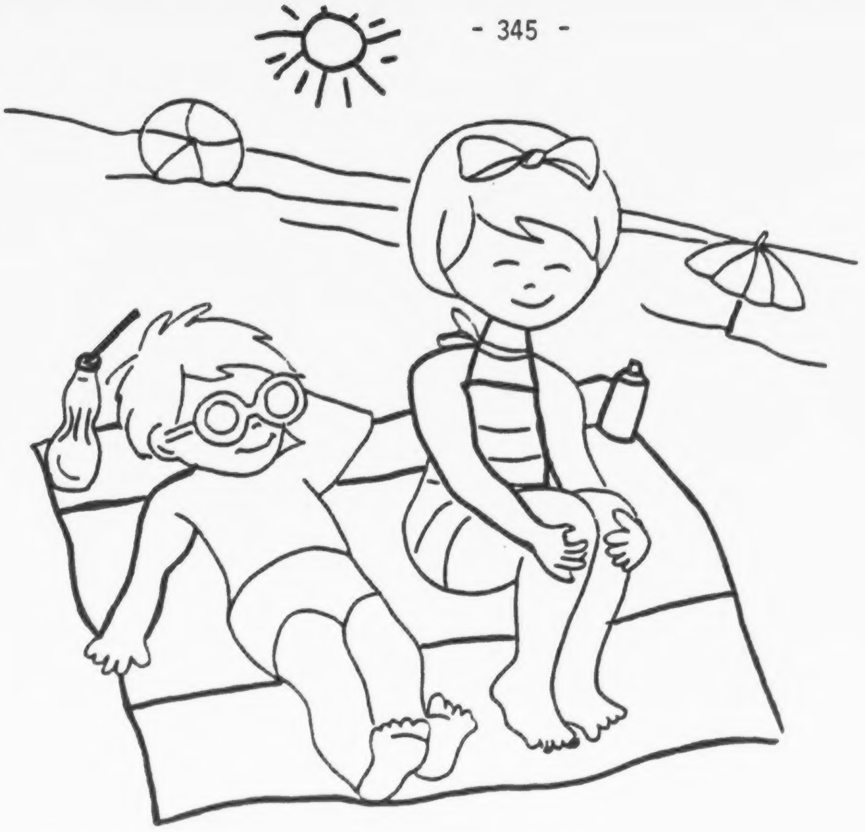
* This poem must be well practiced before beginning this activity.

The students should be standing in a circle with the teacher in the middle holding a bag of numbers (1 - 10 with several of each -

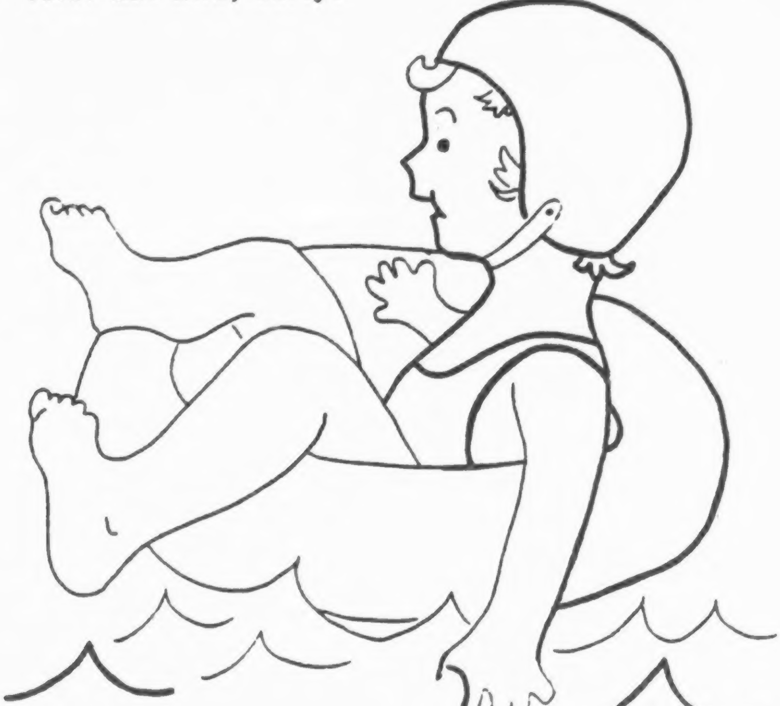
e.g. 2 2 3 3 3 4 5 etc ...)

The teacher and students recite the poem. As the teacher goes around the circle, each student selects a card from the bag that he/she hides. The teacher will name a number and all the students who have that number will recite the poem in unison. The teacher should choose numbers at random and repeat some numbers in order to maintain the students' attention.

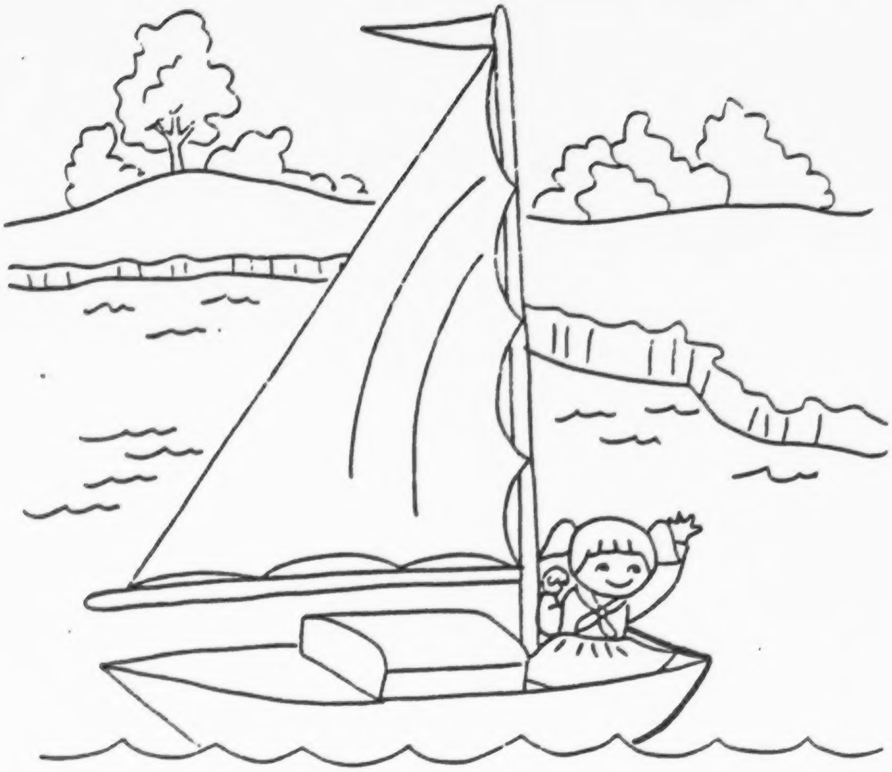
Journée d'été



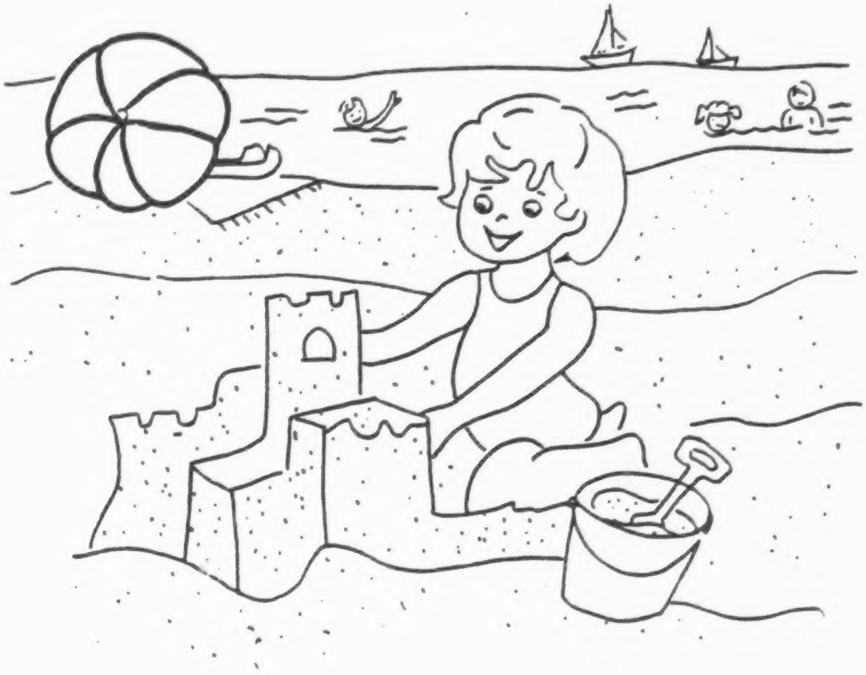
J'aime la plage. Voici mon amie, Sally.



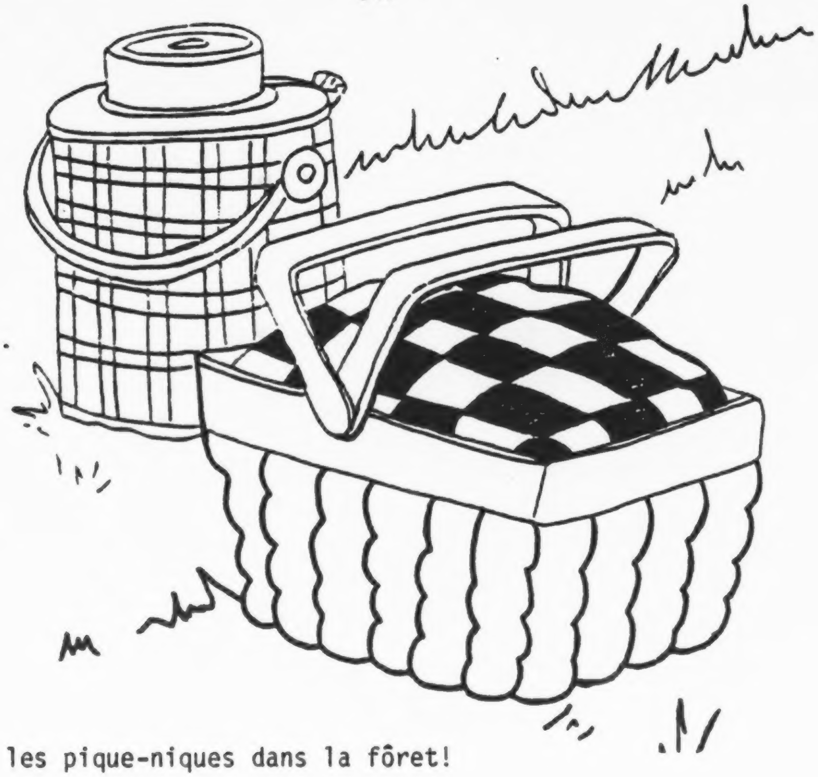
L'eau est chaude. Sally nage et nage!



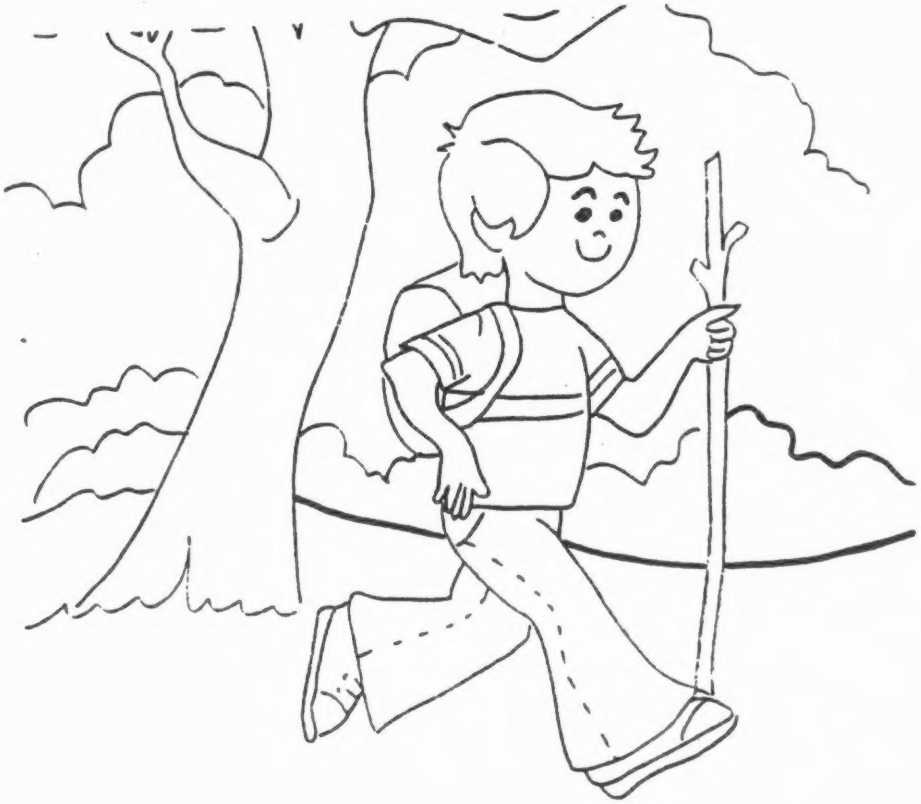
Regardez le beau bateau sur l'eau.



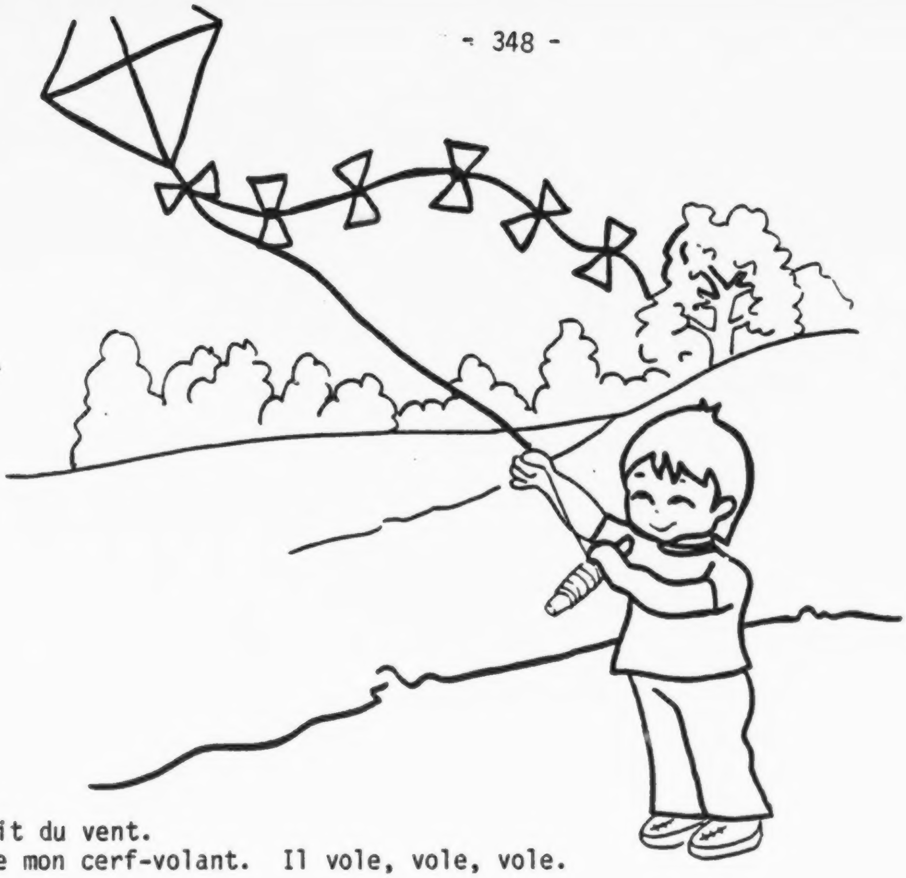
et dans le sable, un beau château.



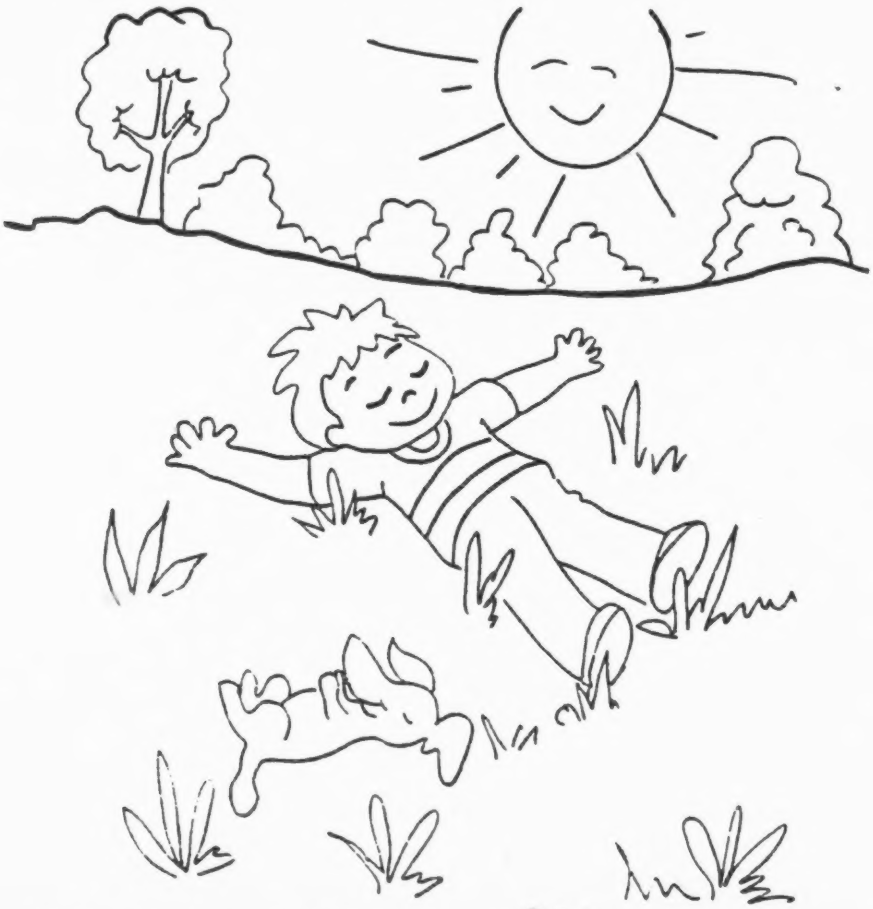
J'aime les pique-niques dans la fôret!



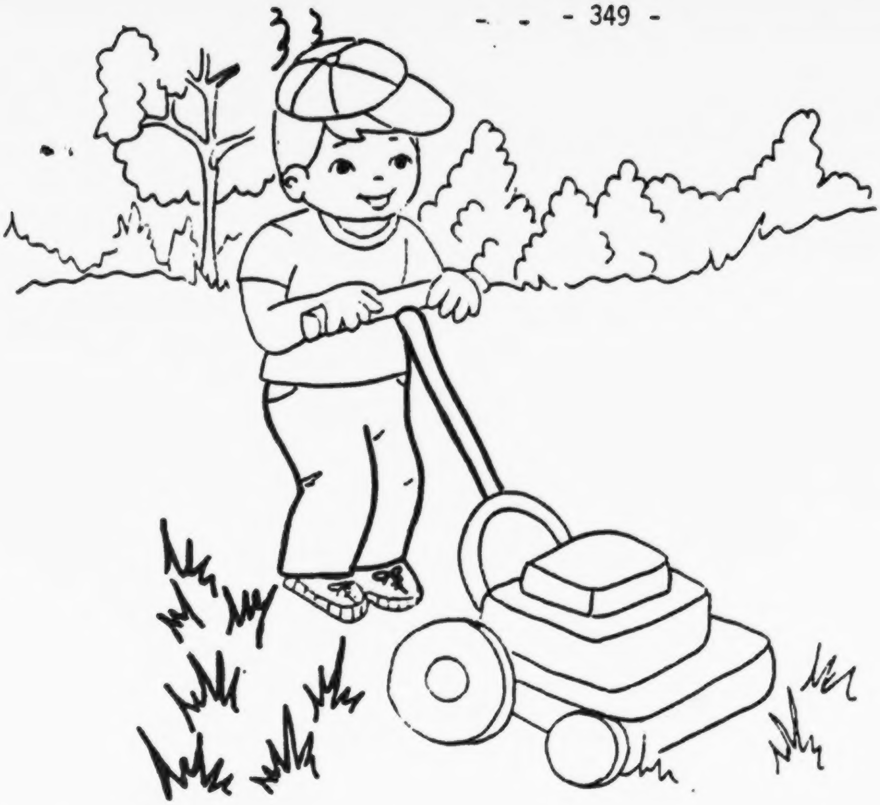
Je marche et marche et marche.



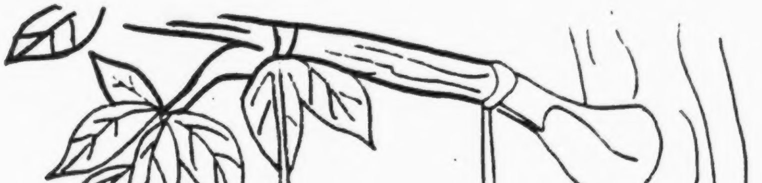
Il fait du vent.
J'aime mon cerf-volant. Il vole, vole, vole.



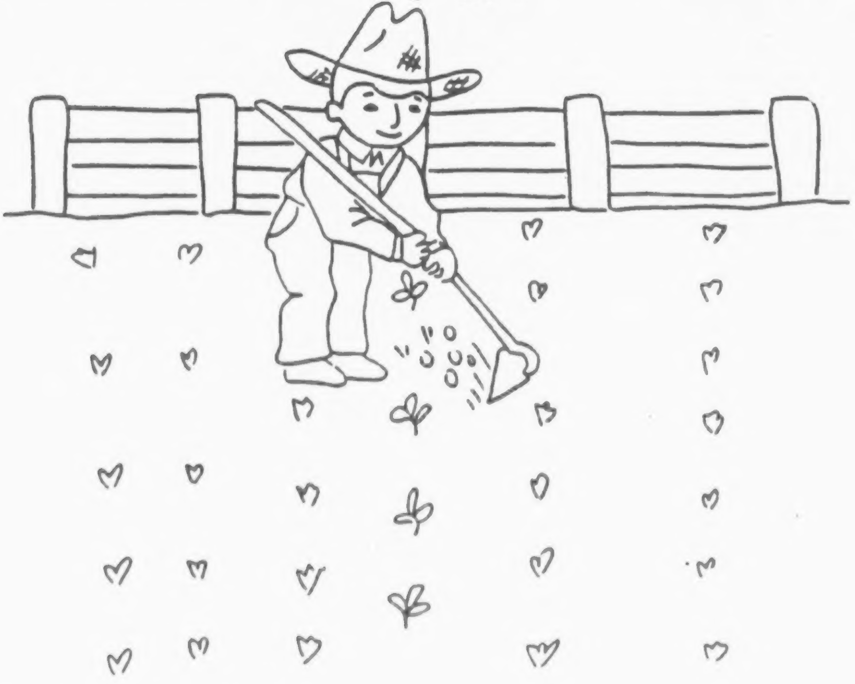
J'adore l'été et le beau soleil.



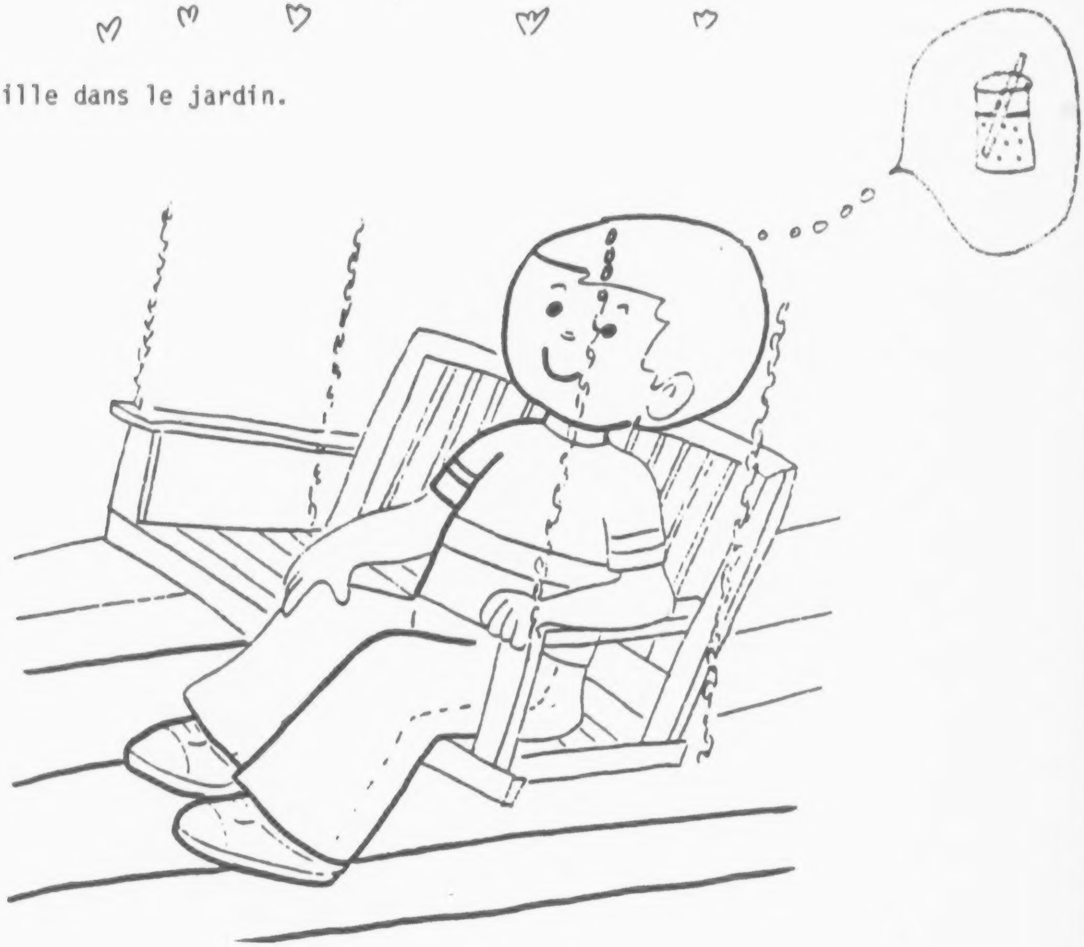
À la maison, je coupe le gazon.



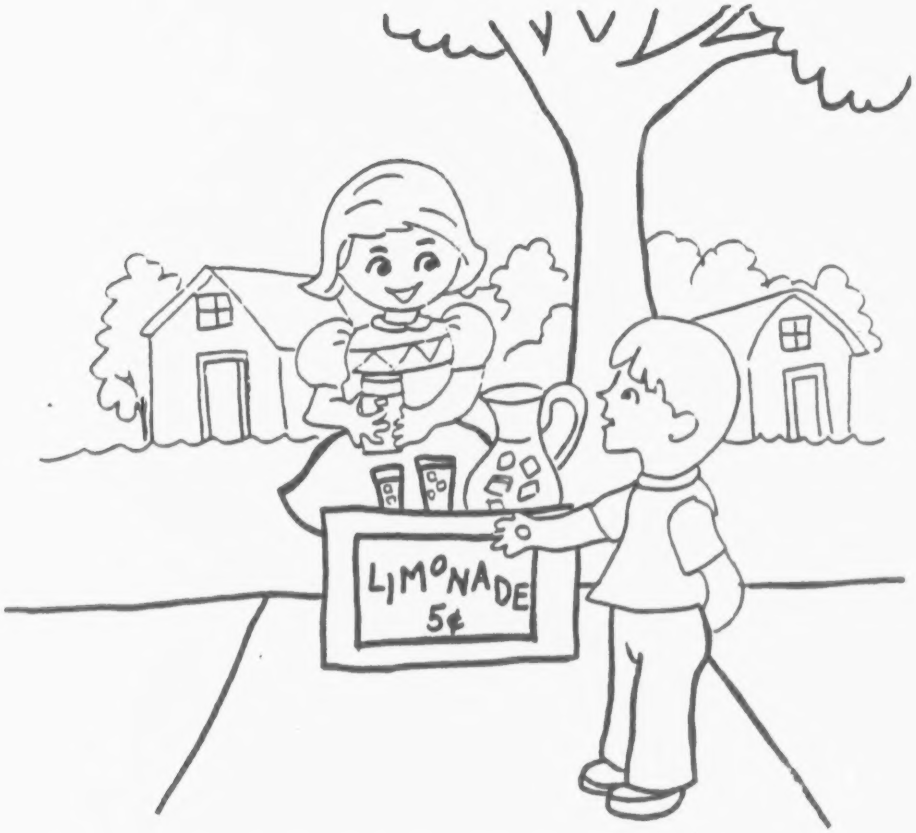
Regardez, un petit oiseau dans sa maison.



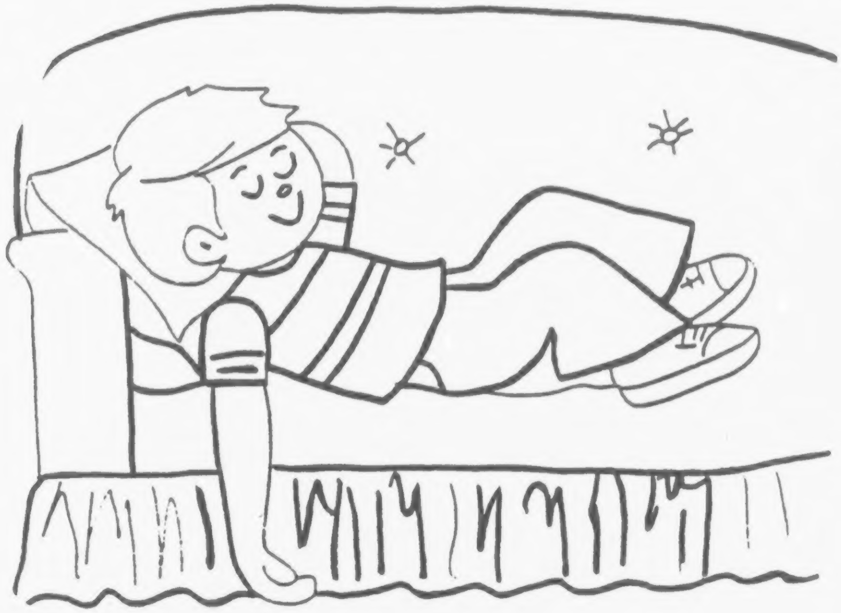
Je travaille dans le jardin.



J'ai soif.
Où est la limonade?

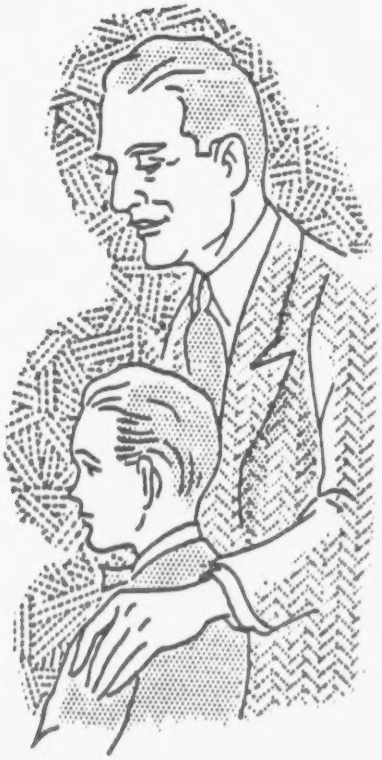


"Sally, donne-moi de la limonade, s'il te plaît."

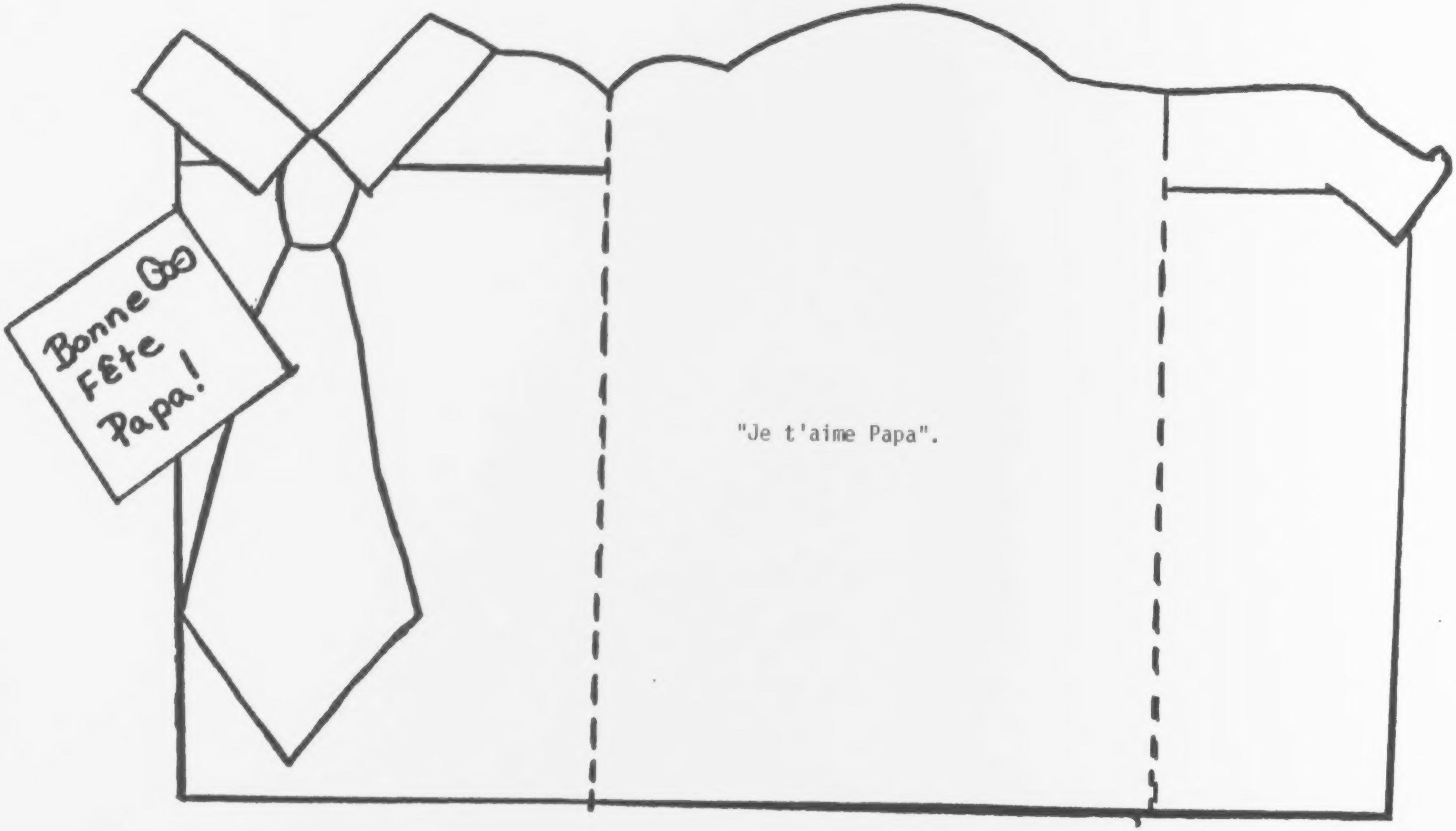


Ah, que je suis fatigué. J'adore l'été.

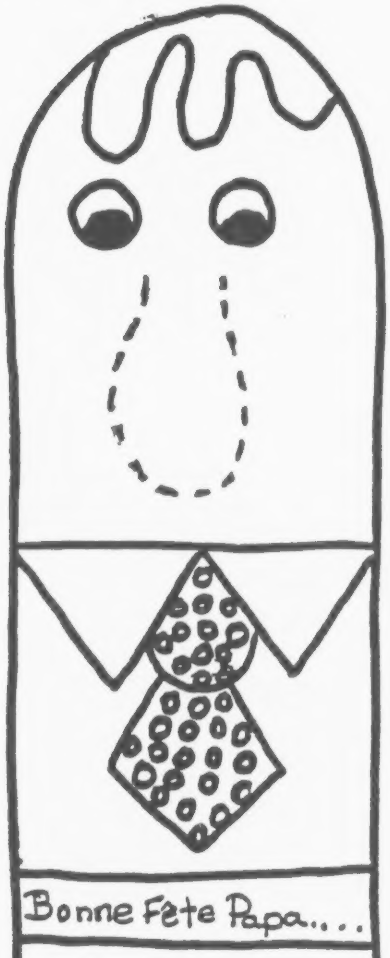
La Fête des Pères



1) Color the shirt.
2) Cut out.
3) Fold on dotted lines.

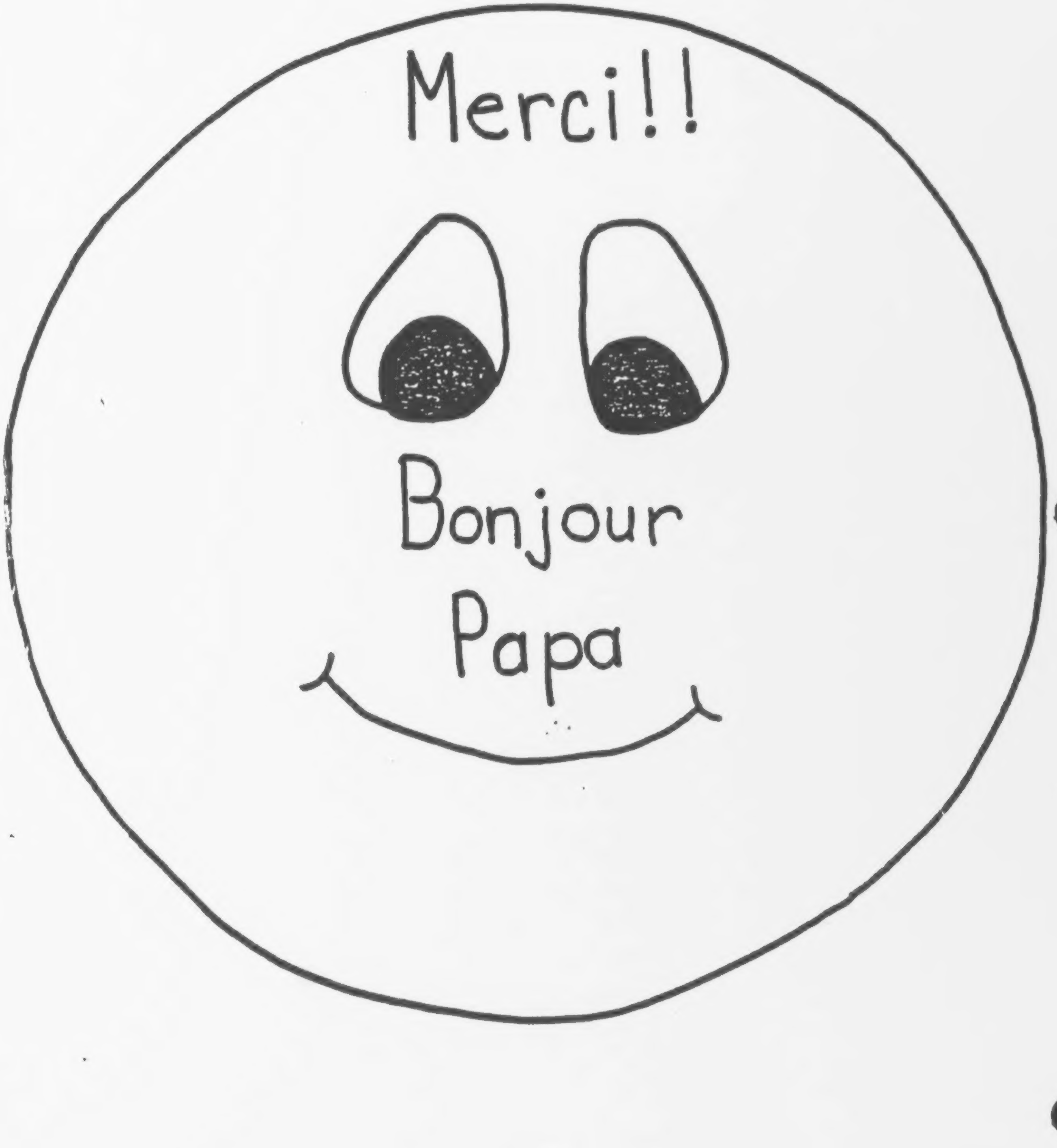

Bonne Fête Papa!

"Je t'aime Papa".


Bonne Fête Papa....

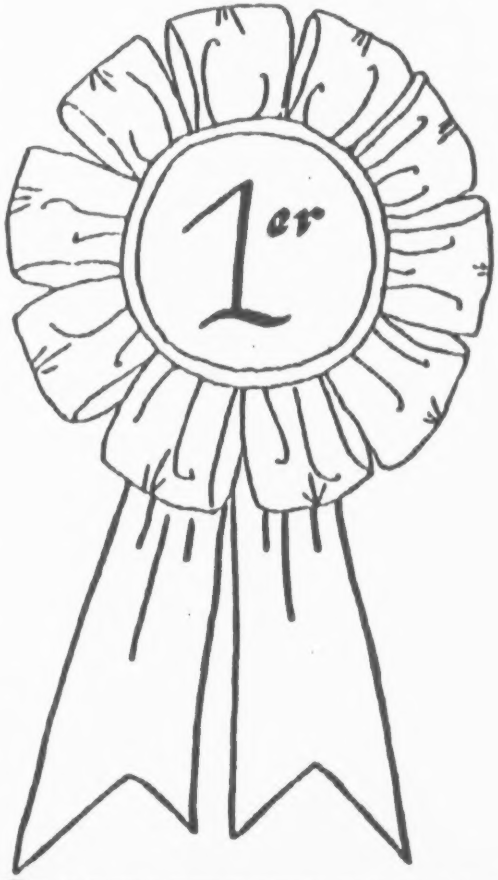
BOOK-MARK

Pour la fête des pères


Merci!!
Bonjour
Papa

Bonne fête,

PAPA !



Pour Papa !

Tu es
numéro 1.

Tout mon amour,

____

378

379